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ABSTRACT

This report examines the experiences of secondary school students in the former City of Toronto inside and outside of school using data from the 1997 Every Secondary Student Survey. Student experiences are looked at within the context of their demographic backgrounds. In 1997, almost half the students were nonnative speakers of English, representing over 70 different language groups. Visible minorities made up over half of the secondary school students, and most had lived in their home countries before coming to Canada. These minority students were more likely to be from lower socioeconomic backgrounds. Fewer than two-thirds of the students lived with both parents. Four main themes emerge from the survey findings: (1) the public school system serves an increasingly diverse population; (2) students from different backgrounds have different kinds and levels of needs; (3) the public school system has made a difference in narrowing the opportunity gap for students of diverse backgrounds; and (4) there are areas that need further attention by the school system and communities to enable all students to reach high levels of achievement. Four appendixes summarize findings by cultural group, racial group, gender, and parents' occupation. (Contains 1 table, 19 figures, and 7 references.) (SLD)

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The 1997 Every Secondary Student Survey:

Detailed Findings

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The 1997 Every Secondary Student Survey: Detailed Findings

June 1999

by
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EXECUTIVE SUMMARY

This report examines the experiences of secondary students both inside and outside of school, using the 1997 Every Secondary Student Survey data gathered across all secondary schools in the former City of Toronto. Students' experiences are looked at within the context of their demographic backgrounds, such as gender, socio-economic status, racial and cultural characteristics. Four main themes have emerged from the findings:

1. The public school system is serving a greatly and increasingly diverse population.
2. Students from different backgrounds tend to have different kinds and levels of needs.
3. The public school system has made a difference in narrowing the opportunity gap for students of diverse backgrounds.
4. There are areas that need further attention by the school system and the communities to enable all students to reach high levels of achievement.

1. Diversity of the student population

The public school system in the large urban City of Toronto is serving a highly diverse population in terms of home language, racial and ethnic makeup, country of birth, religion, family structure, and socio-economic backgrounds.

- In 1997, almost half of the students were non-native speakers of English, representing over 70 different language groups.
- Visible minorities made up over half of the secondary school student body with most being raised in their home countries before coming to Canada.
- While almost 40% of the secondary students were without religious affiliation, the remaining students represented a diversity of religious backgrounds.
- Less than two thirds of the secondary school students lived with both parents. Instead 1 in 4 of the students came from lone-parent families, and the other 10% were living with their guardians/relatives, or on their own.
- The Toronto school system served students from a wide spectrum of local communities, ranging from the most affluent neighbourhood to the most inner city.

2. Diverse needs of our students

While such diversity has enriched the social and cultural fabric of our school communities, it also presents many challenges for the school system. For the first time, comprehensive statistical data is available in a number of areas to show that due to their diverse backgrounds, students from such a large urban centre as Toronto are not on the same level playing field. As highlighted below, students of different backgrounds tend to have different kinds and levels of needs. For instance:

- It is found that visible minority students were over-represented by families from lower socio-economic background (63% versus 38% among White students). Most of them were first-generation immigrants (over two-thirds) with English as their second language. This is in contrast to most of the White students, especially those

of English-speaking or Jewish background, who were mostly Canadian-born (about 80%) and with the majority (62%) of their parents working in the professional or semi-professional fields.

- Outside of school, many of the inner-city and immigrant students had much less exposure to the mainstream cultural, recreational and enrichment activities, such as music and arts, than their counterparts from the more well-to-do communities. They also had fewer chances to receive awards and recognition in such areas as music/arts, sports and leadership outside of school. Similarly, they had clearly less opportunity to enrich their experience through volunteer work in the community (e.g., helping out in the hospitals and food banks). The data indeed confirmed that students from the more affluent families were two times more likely than their peers from the low-income families to have taken part, or received awards, in the above mentioned areas.
- Students from lower-income families reported having to spend more time (5-6 more hours per week) on part-time work than their peers of high socio-economic status (SES). In fact, the average hours some low SES student groups (such as Portuguese and African-born Blacks) spent on part time work were noticeably higher than the general population (16-17 hours versus 12 hours per week). On the other hand, students of higher SES spent more time than their low SES counterparts on leisure (4 more hours per week), extra-curricular activities, and volunteer work in the community.
- The proportion of low SES students who aspired for university (about 40%) was significantly smaller than that of their high SES peers (over 60%). The corresponding percentages for students of Aboriginal, Portuguese, and Caribbean origins were even lower (23%-31%); indeed, these students were much more likely to plan for full-time work immediately after high school than the overall population (14%-19% versus 7%).
- Many immigrant and/or inner city students, especially those with lower aspirations to further their education beyond high school, had very limited exposure to technologies at home. The data indicate that about 40%-50% of them had little or no access to home computers compared to about a quarter of the general population.
- For some new immigrant groups, especially those who came to Canada on their own, finding a place to study at home was difficult. For example, over 20% of the African-born students reported using the public and/or school libraries frequently for doing homework, compared to 3% of the overall population.

The above survey findings confirm that certain groups of students came from home environments that are <u>not</u> as conducive to school success as other groups. They were in relatively disadvantaged positions and had fewer opportunities to enrich themselves outside of school. For these students, schools have become an even more important agent for their academic and social growth.

<u>3. The public school system has made a difference</u>

Hard data are available through the 1997 Every Secondary Student Survey to show that the public school system has, in fact, helped to equalize opportunities for students in a number of areas. For instance:

- Schools have increased the opportunities for economically disadvantaged students to participate in many enrichment activities as part of the school extracurricular programs, which they could not otherwise have outside of school. For example, the opportunity for students of low family income to participate in music/arts activities on a frequent basis was much higher <u>in school</u> (1 in 4) than <u>outside of school</u> (1 in 7).

- In fact, most (over 80%) secondary students, regardless of SES, did not feel that cost was a barrier to their participation in various school activities. This consistent response from students of different socio-economic backgrounds might have to do with the conscious efforts made by schools to ensure accessibility of school activities to all students.
- In schools, opportunities were available to students of all backgrounds to volunteer as, for example, tutors, reading buddies, and school ambassadors – experiences that helped to foster their social growth and sense of citizenship. Indeed, our data indicate that the gap in opportunities to volunteer between high and low SES students was considerably smaller in school than that outside of school. For example, the participation rates for the high and low SES students were 23% versus 18% as reading buddies in school, compared to 40% versus 20% as community volunteers outside of school.
- Similarly, the disparity in the amount of awards received between the high and low SES students outside of school was much reduced within schools, where students regardless of family backgrounds had much more equal opportunity to excel and receive recognition for their accomplishments.
- The majority of students of all income levels and both genders agreed that most of their teachers treated them fairly and respected them. The new immigrant students (such as the Tamil and Polish) were satisfied with the reception they received at school, and were more positive about their teachers than the general population.
- Furthermore, the majority of students, regardless of gender, SES or race, felt that they had the opportunity to learn in school about the contributions and experiences of different cultural/racial/religious groups and women.
- To many students from low SES families, schools have made available to them resources and facilities that they did not otherwise have at home. These included easy access to technologies, and school libraries as a resource centre as well as a quiet place for doing homework. Indeed, more students from low-income families reported frequent use of school computers than their peers from well-to-do families (50% versus 37%).
- All in all, about 70% of the students across different socio-economic backgrounds felt that their school is a place where they belonged or enjoyed and that it had prepared them for the future.

4. Areas that need further attention

Despite the many opportunity gaps that have been narrowed at the school level, there are still areas of significant disparity that need further attention from the school system and the communities. For instance:

- In spite of the gradual improvement over time, students of low SES, and/or Portuguese, Black (foreign-born), Aboriginal and Latin American backgrounds were noticeably underrepresented in the university-bound Advanced level programs (40% -55% versus 70% for the overall population.)
- Similarly, students of poor, non-White and/or non-English speaking backgrounds were underrepresented in the Gifted/enrichment and French Immersion programs. For example, high SES students were three to four times more likely than their low SES peers to be enrolled in such programs.
- While the majority of students felt that they had been taught about gender and racial issues in school, they had much less opportunity to learn about other social issues such as poverty, disability and people of different sexual orientations.

- Most of the students did not think there were barriers to their full participation in school activities. However, for those who did, they were more likely to be female, of racial minority status, associated with a religion other than Christian or Judaism, and/or disabled. For example, the percent of female students who felt they had encountered barriers in the participation of some school activities was 13%, compared to 4% for males. This gender gap is consistent regardless of racial, cultural or religious backgrounds.
- Although there was no difference between the genders in terms of access to home and school computers, female students were found to use the technology mainly for word processing, while male students were more likely to use the computer for a wider range of functions, including on-line communication (27% male versus 17% female), information search (42% versus 32%), and computer games (49% versus 27%).
- The survey found that students of low SES were significantly less confident in many areas than their counterparts from more affluent backgrounds. Such discrepancies are reflected in the proportion of high and low SES students who considered themselves good at such skills as problem solving (69% versus 50%), oral communication (66% versus 48%), leadership (63% versus 43%) and writing (66% versus 39%).
- It should also be noted that English-as-a-second-language (ESL) students, in particular, those of East Asian and South-East Asian descent, evaluated themselves much lower than other students in various skills, especially in oral and written communication, and leadership skills. In fact, only about one-third of these students felt confident in these areas compared to about two-thirds of the White English-speaking students. There is also evidence in the study which shows that Asian students who lack confidence in communication skills tended to limit their career aspirations to the math and science/technology fields rather than a broader range of occupations.
- Many low-income parents were less likely to take part in their children's school activities (such as parent-teacher interviews, music events and school open house) than high-income parents. In fact, the participation rates for the latter were two to three times higher than those of the former. Likewise, the school participation rates differed significantly between the White English-speaking parents and parents of East and South-East Asian origins, with the former several times more active than the latter in a range of school activities.
- In terms of homework support, fewer low-income and/or non-English speaking parents (e.g., Portuguese, Vietnamese) were able to provide such support for their children than high-income and/or White English-speaking parents (10%-20% versus 45%-50%).

All of the above findings are important for the school system and the community to be aware of, so that more work can be done to help students who are disadvantaged due to different circumstances to become full participants in schools, the community and their future society.

INTRODUCTION

This is the second of a series of reports on the 1997 Every Secondary Student Survey, which was conducted across all former City of Toronto's public secondary schools. The first report , entitled The 1997 Every Secondary Student Survey: Preliminary Findings, #227 (Cheng & Yau, 1998) describes the overall profile of the student population.[1] This report takes an in-depth look at the detailed demographics, as well as the perceptions, schooling experiences and out-of-school activities of our diverse student population in relation to some of the background variables such as gender, socio-economic status (SES) and racial/cultural characteristics. Such in-depth analyses will provide educators, decision-makers and other stakeholders a deeper understanding of the needs and issues related to the increasingly diverse population, and thus clearer directions and focus for policy and programming development at both the system and local levels.

FINDINGS

A. Detailed Demographic Profiles

Gender

The secondary student population in the former Toronto School Board was slightly over-represented by male students (52% male and 48% female). The lower proportion of female students was mainly a phenomenon among Canadian-born students, especially among groups with a high proportion of Catholic students – such as Portuguese, Italian, and Latin American. Foreign-born students as a group were evenly represented by both genders.

Racial composition

Aside from the slight over-representation of male students, another distinct characteristic of Toronto's secondary student population was its great diversity in terms of racial and ethnic make-up, country of origin, religious affiliation, and socio-economic background. As stated in Research Report #227 (Cheng & Yau, 1998, p.7), by 1997 visible minority students made up over half (53%) of Toronto's secondary school population. (See Table 1.)

[1] The student population in both this report and Report #227 did not include those attending adult schools: the City Adult Learning Centre, Adult Basic Education Centre, the Bickford Centre and Jones Avenue Adult New Canadian Centre.

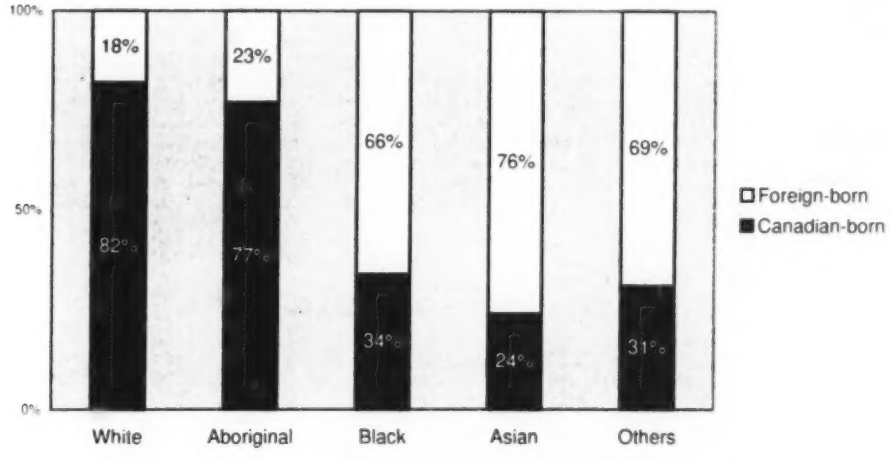
Table 1 : Racial distribution of Toronto secondary students - 1987, 1991 and 1997

Racial/Cultural Groups	1987	1991	1997
White *(e.g., British, Portuguese, Jewish)*	62%	54%	47%
East Asian *(e.g., Chinese, Korean, Japanese)*	17%	20%	19%
South East Asian *(e.g., Vietnamese, Filipino)*	5%	5%	7%
South Asian *(e.g., Indian, Tamil, Pakistani)*	2%	4%	7%
Black *(e.g., African, Caribbean)*	7%	9%	10%
Aboriginal *(e.g., First Nations, non-status Indian)*	1%	1%	2%
Middle Eastern *(e.g., Iranian, Turkish, Arab)*	6% (other)	1%	3%
Latin American *(e.g., Central/South American)*		3%	3%
Bi-racial/ Multi-racial		2% (other)	3%

Place of birth

Most non-white students were first generation immigrants, born in different parts of Asia, the Caribbean, South and Central America, the Middle East, and Africa. (See Figure 1). In fact, some newer immigrant groups, such as Tamil, Iranian, Filipino, Somali and Vietnamese, had virtually all their students originated in their home countries. In contrast, most Aboriginal[2] and White students were Canadian-born, except for the recent arrivals from Eastern Europe, and a third of the Portuguese students who immigrated from Portugal. (See Appendix 1, pp. 30-31.)

Figure 1: Place of birth by racial groups



[2] About one-fifth of the Aboriginal students were born in Central and South America, and four-fifths in Canada.

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Religious background

In terms of religious affiliation, the population can be divided into three broad groups:

- No religion – According to the 1997 Secondary Student Survey, 39% of the population were not associated with any religious faith. The majority of these students identified themselves as White English-speaking only[3], Chinese, and Aboriginal.
- Christians (including Catholics, Orthodox Christians and Protestants) – They made up another 38% of the population, most of whom identified themselves as Portuguese, Italian, Polish, Filipino, Latin American, Greek, English-speaking only, Black (Canadian-born or Caribbean-born), Chinese and Korean.
- Other religious groups – These include groups such as Buddhist, Hindu, Moslem, and Jewish who accounted for the remaining 23% of the population. These religions tended to be associated with specific ethno/cultural groups originating in the Middle East and Asia.

Family structure

According to the 1997 survey, 1 in 4 of our secondary school students, whether they be Canadian-born or foreign-born, came from single-parent families. A closer look indicates that this phenomenon was more striking for some groups than others. For instance, Portuguese, Jewish, Greek, Italian, Chinese, Korean and East Indian students had the lowest proportion with single parents (under 20%); in comparison, Latin American, Aboriginal, Filipino, and Caribbean-born and Canadian-born Black students had between a third and half of the members living with lone parents. For some groups, there were disproportionate numbers of students either staying with guardians or on their own. For example, the percentages of Aboriginal, Tamil and Iranian students who fell in this category were double that of the overall population (21-23% versus 10%), and the proportion for those from Africa was even higher - 54%. (See Appendix 1, pp. 30-31.)

Socio-economic status

Toronto's secondary school population as a whole was evenly represented by students from a wide spectrum of socio-economic (SES) backgrounds – with parents who were either professional, semi-professional, skilled/semi-skilled, unskilled or non-remunerative. However, a closer look indicates that such an even distribution did not exist across racial/cultural groups. (See Appendix 1, pp. 30-31.) For instance, among White students:

[3] This group was made up of mainly White students who identified themselves as British, English, Scottish or Irish.

- The majority of students who identified themselves as Jewish (88%) or English-speaking only (72%) came from higher socio-economic background, with most of their parents employed as professionals or semi-professionals.
- Students of southern European origins, such as Italian, Greek, and Portuguese, had a larger proportion reporting their parents' occupations as skilled or semi-skilled (38%, 41% and 58% respectively) than the overall population (28%).

On the other hand, visible minorities were generally under-represented in the high SES category (37% versus 51% for the total population)[4]. The data confirms that many of the more recent immigrant groups – such as Tamil, Vietnamese, Filipino, and African - had over 40% of the students with parents as unskilled labourers or unemployed. The only non-White group that had a clear majority of their parents in the two higher SES categories was Korean (69%). Parents of Chinese students, who were the second largest language groups in the system, were made up of a sizable number (43%) of skilled and semi-skilled labourers. (See Appendix 1, pp. 30-31.)

Parent education

Parents' educational backgrounds also varied from group to group. For most cultural groups, the majority of the parents had attained some form of post-secondary education either from community colleges or universities. In fact, most students (between 62% and 93%) who identified themselves as Jewish, Korean, White English-speaking, Iranian and Polish reported university as their parents' highest educational attainment level. However, most students of Chinese (53%), Greek (58%), and Portuguese (80%) backgrounds indicated their parents had not received any formal post-secondary education. Among them, Portuguese students stood out as a group with the highest proportion (47%) whose parents had up to elementary school education. (See Appendix 1, pp. 30-31.)

The complex demographic profiles portrayed above provide a context for examining students' perceptions of school and self, as well as their in-school and out-of-school experiences. Students' responses were analyzed along with their background variables in order to determine groups' similarities, differences and patterns. Such group analyses are important in providing insights into how our school system has served and can continue to address the varying needs of our diverse population.

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[4] While about fifty percent of the total student population indicated that their family background was low in SES (i.e., their parents held skilled/semi-skilled, unskilled jobs or without employment), another 50% reported their family was high in SES (i.e., their parents held professional/high managerial, or semi-professional/middle management jobs).

B. Program Enrolment

Secondary program levels

The majority (70%) of the secondary school students were enroled in Advanced Level programs. It should be noted that female students were more likely than male to have enroled in the sole academic stream (74% versus 68%), whereas the reverse was true for the mixed Advanced/General programs and the General stream. (See Figure 2.)

Figure 2: Secondary school program enrolment, by gender, 1997

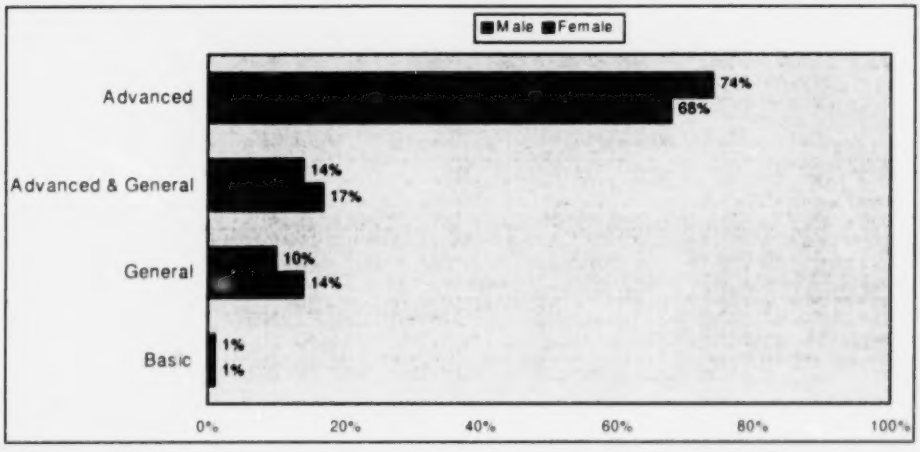
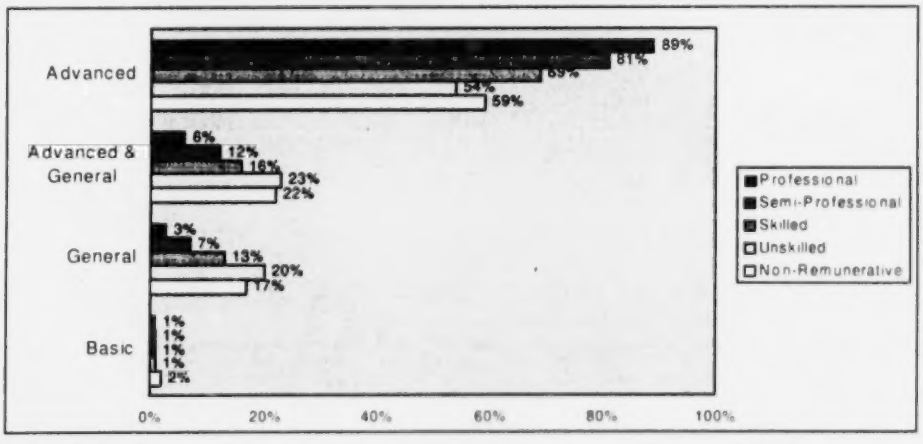


Figure 3 shows that students whose parents held professional jobs were much more likely to enrol in Advanced programs (89%) than their counterparts whose parents were unskilled labourers (54%) or were unemployed (59%).

Figure 3: Secondary school program enrolment, by socio-economic status, 1997



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Differences in program enrolment patterns across and within the major racial groups are also quite apparent from the findings. For example, the percentage of White and Asian students enroling in Advanced programs was over 70%, whereas parallel percentages for Black and Aboriginal students were around 50%. (See Appendix 2, p. 43.) However, among White students, those of Jewish or English only backgrounds had high proportions (95% and 81% respectively) enroling in the sole academic stream, while the corresponding percentage for Portuguese students was much lower (52%). Likewise, among the Asians, Korean students reported an 88% enrolment in Advanced program, compared to 57% of Tamil and 46% of Filipino students enroling in such programs. (See Appendix 1, pp. 36-37.)

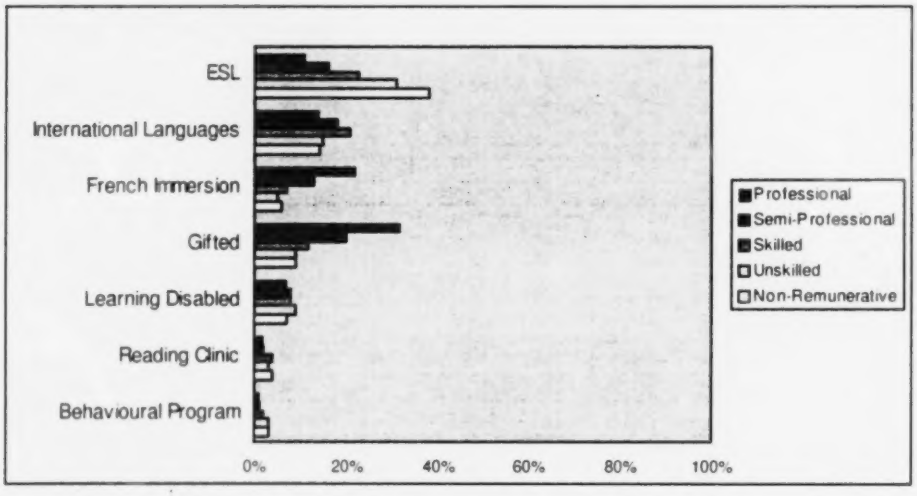
Special programs

In addition to secondary program levels, the 1997 Every Student Survey also asked students to report on the types of special programs they had ever received in school. Approximately 60% of the secondary students reported to have enroled in at least one kind of special programs during their schooling career.

- ESL programs were one of the more frequently reported programs that had been taken by at least a quarter (23%) of the secondary school students. In fact, the majority of recently arrived immigrant groups, such as Tamil, Filipino, Black African-born and Iranian, reported having enroled in the ESL/ESD program. (See Appendix 1, pp. 36-37.)
- Sixteen percent of the students also reported to have taken International Languages programs - with those of Greek (50%) and Chinese (35%) descent indicating the highest enrolment rate. (See Appendix 1, pp. 36-37.)
- According to the survey, 17% of the secondary students had enroled in some forms of gifted or enrichment programs. A closer look indicates that students from higher income families[5] were much more likely to have enroled in these programs than those from the lowest income bracket groups (32% versus 9%). (See Appendix 4, p. 52.)
- A similar kind of association between students' socio-economic background and special program enrolment applied to French Immersion programs. As parents' SES increased, the likelihood of enroling their child in the French Immersion increased from 5-6% for the low SES groups to 22% in the highest SES. (See Appendix 4, p. 52 and Figure 4.)

[5] In this report, the terms 'high-income', 'well-to-do' and 'affluent' are used interchangeably with 'high SES'; 'low-income' and 'inner-city' are used interchangeably with 'low SES'.

Figure 4: Special program enrolment of students, by SES, 1997



- While 8% and 2% of the secondary students reported to have taken part in Learning Disability and Behavioural programs respectively,[6] the parallel percentages for Aboriginal students were significantly higher (16% and 6% respectively). (See Appendix 1, pp. 36-37.)

C. Students' Perceptions of Schools, Teachers and Programs

A part of the 1997 Every Student Survey consisted of a series of perception questions on how students perceived their schooling experiences in terms of school satisfaction, teachers' attitudes, and inclusiveness of school curricula and activities.

School climate

As presented in Research Report #227, students' overall perceptions of their school were positive, regardless of gender and SES. For example, similar proportions (about 71-74%) of students across gender or SES groups reported that they had a sense of belonging to school or enjoyed school most of the time.[7] The only exception was that high SES students were more likely than the low SES students to feel that their ideas were respected by their peers in school (71% versus 55%). (See Appendices 3 and 4; pp. 45, 49.)

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[6] Since the data was based on students' self report, it is likely that the percentages were an under-estimate. A certain degree of under-reporting was expected, as some students might not be aware of their Special Education status, especially for those who attended schools that offered integrated Special Education programs.

[7] The percentage of students who felt a sense of belonging to school was about 60% across all gender and SES groups. The parallel percentage for the school enjoyment item was about 50% for all gender and SES groups.

Different racial/cultural groups, however, seemed to have varying patterns of viewing their schooling experiences (See Appendix 1, pp. 30-31.)

- Tamil and African-born students were the most positive in their response to almost all school perception questions. Many students from these two groups also happened to be recent arrivals originating in countries with a long history of political unrest.
- In comparison, the three groups which seemed to have a more lukewarm response to both the school enjoyment and sense of belonging questions were Korean, Aboriginal and Canadian-born Black students.
- It is interesting to note that White students responded to the two seemingly related questions (sense of belonging, and enjoying school) quite differently. While about two-thirds consistently expressed their sense of belonging to school, less than half indicated that they enjoyed school most or all of the time.

Perceptions of teachers

Students' opinions of their teachers were also generally consistent across gender and SES groups. (See Appendices 3 and 4, pp. 45, 50.) For instance, similar proportions of students, regardless of gender or SES, agreed that many of their teachers:

- showed respect for their racial, ethnic, cultural and religious backgrounds (66%-74%),
- marked their tests fairly (66%-72%),
- disciplined students fairly (43%-47%), and
- recognized the things they did well at school (38%-46%).

The responses of students across the different cultures, however, were less consistent. While the majority of students from each cultural group agreed that all or many of their teachers showed respect for and understanding of their ethnic, cultural and religious backgrounds, and were fair in assessing their school work, there were other items which showed a greater response variation among the racial/cultural groups. (See Appendix 1, pp. 32-33.) For instance:

- *Teachers held high expectations in students' school work*: Half of the students in the total population, compared to a lower percentage (38%-41%) of Chinese, Korean, Filipino and Iranian students agreed to this statement.

- *Teachers disciplined students fairly*: Students of South Asian origin, such as East Indian and Tamil tended to have the highest percent (58%-75%) agreeing to the statement, versus Italian and Canadian-born Black students with about a third agreeing so.

- *Teachers made students feel comfortable talking to them about school work*: Some student groups seemed to feel more at ease with their teachers than others. Fifty percent or more of those who identified themselves as White English-speaking only, Jewish, and the more recent immigrant groups - namely Tamil, African-born Black, and Iranian – agreed that many of their teachers made students feel comfortable talking to them about school work. In comparison, a significantly lower percent of Korean (36%) and Black Canadian-born (37%) students felt this way about their teachers.

Curriculum

About two thirds (63%) of both female and male students felt that what they learned in school prepared them for their future. A closer look, however, indicates foreign-born students were much more likely to hold such a perception than the Canadian-born (72% versus 54%). For instance, the most recent immigrant groups, namely Tamil, African-born, and Filipino, had over 80% of their students who agreed that school prepares them for their future. In contrast, the groups with mostly Canadian-born such as students of White English-speaking, Jewish, Italian, Greek and Aboriginal backgrounds had a significantly lower proportion (53%-56%) who agreed so. (See Appendix 1, pp. 30-31.)

The majority of secondary school students, regardless of gender, SES, and racial/cultural backgrounds, also reported to have learned in school about the achievements, contributions and experiences of women, and racial minority groups, but not as much on issues about working class, poor people, disabled persons or people of different sexual orientations. (See Appendices 1, 3, and 4; pp. 30-31, 45, 49.)

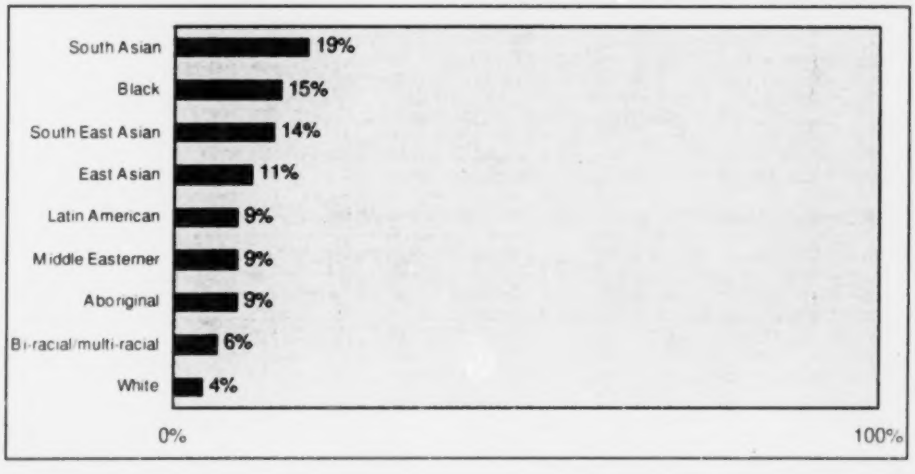
Nearly half of the secondary students also noted that they had learned from school on how to recognize biases and stereotypes in learning materials. (See Appendix 1, 3 & 4; pp. 30-31, 45, 49.) Further analysis reveals that these students were more likely to be those who were enroled in the academic stream (especially those who took Humanities and Language/Arts

courses) than the ones who specialized mainly in Math, Science and Technology or were in the General Level programs.[8]

Barriers to participation in school activities

Most students did not think that there were barriers to their full participation in school activities. However, for those who did, they were more likely to be female, of racial minority status, associated with a religion other than Christian or Judaism, and/or disabled. For example, 13% of the female students versus 4% of the male felt that their gender was a barrier to their full participation. (See Appendix 3, p. 45.) As well, between 11% and 19% of Asians, Blacks or students of Buddhist, Hindu or Moslem faith did feel that there were barriers due to their culture, race or religion. The proportion reported so was slightly lower for those of Aboriginal, Middle Eastern and Latin American origins (9% each), and even lower for White, bi-racial (4%-6%), or Christian and Jewish students (4%-7%). (See Figure 5 and Figure 6.) It was also found that 18% of students who reported themselves to have a disability did perceive their disability as a factor in holding them back from certain school activities.[9]

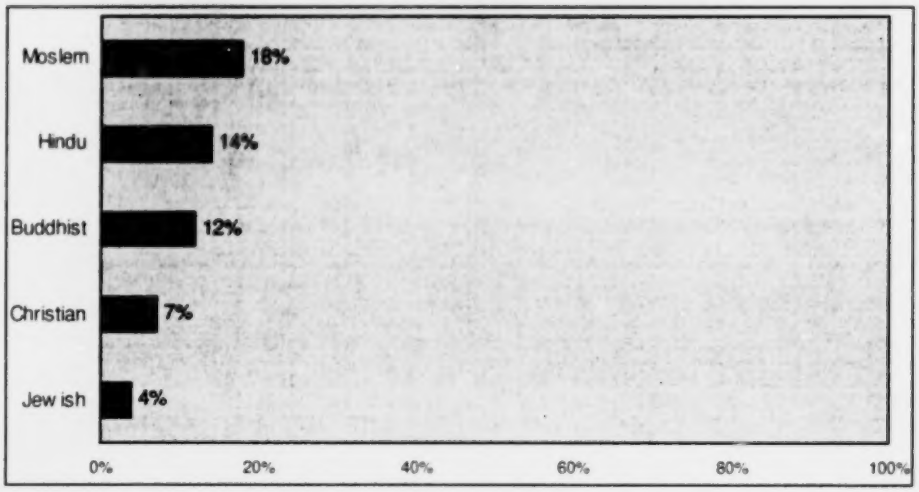
Figure 5: Students' perceptions of race/culture/religion as a barrier to participation in school activities, by race of students, 1997



[8] This may explain why proportionately fewer students of non-English speaking background (who tended to specialize in Science and Math), or from low SES (who tended to enrol in General Level courses) than others reported to have learned to recognize biases in learning materials. (See Appendices 1 and 4; pp. 30-31, p. 49).

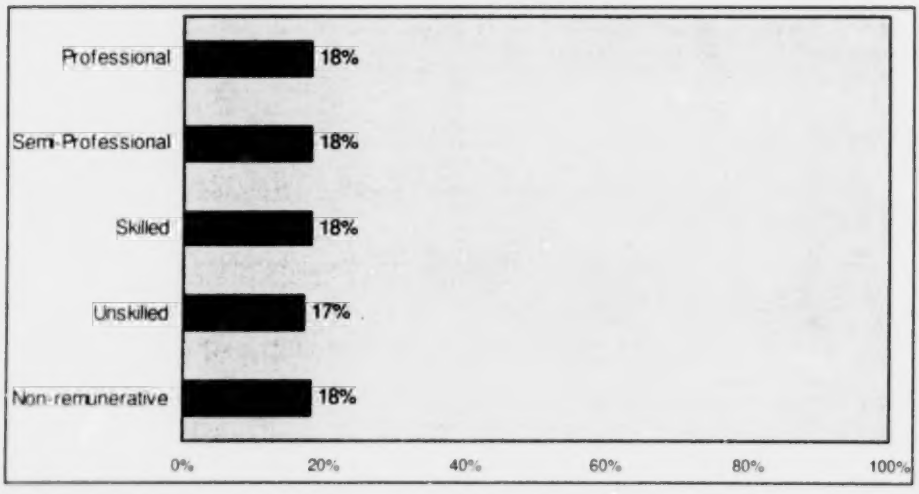
[9] Approximately 4% of the secondary students considered themselves to have a disability, the most frequent of which included learning and visual disabilities.

Figure 6: Students' perceptions of race/culture/religion as a barrier to participation in school activities, by religion of students, 1997



While cost was cited by 18% of the students across all SES groups as a barrier, there appears to be no difference in the proportion of rich and poor students who perceived this factor as an obstacle. (See Figure 7.) This phenomenon could be attributed to local school and system efforts to ensure economically disadvantaged students equal access to school activities. For instance, special supports were made available to needy students to acquire supplies and gym equipment to facilitate their participation in arts, music and sports activities.[10]

Figure 7: Students' perceptions of cost as a barrier to participation in school activities, by socio-economic status, 1997



[10] For more specific examples about such support programs, please refer to Meeting the special needs of students (Toronto Board of Education, 1997).

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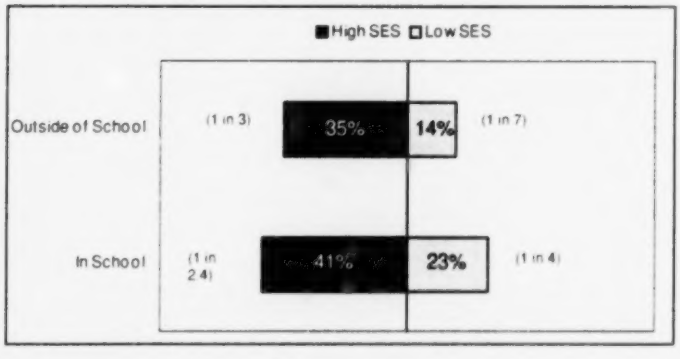
D. Out-of-Class and After-School Activities

Extra-curricular activities and awards received

The majority of secondary school students reported having participated in some kind of extra-curricular activity in and/or outside of school (75% and 81% respectively). Males tended to participate and receive awards in sports activities, while female students were more likely to be involved and receive awards in arts and music both in and outside of school. (See Appendix 3, p. 46.)

The survey data also reveal that students from higher SES backgrounds had the advantage of having greater opportunities to be exposed to and participate in out-of-school extra-curricular activities than students from lower SES. As shown in Figure 8, while about 1 in 3 (35%) students from high income families took part in weekly music or arts activities outside school, only 1 in 7 (14%) students from low SES had such opportunities.

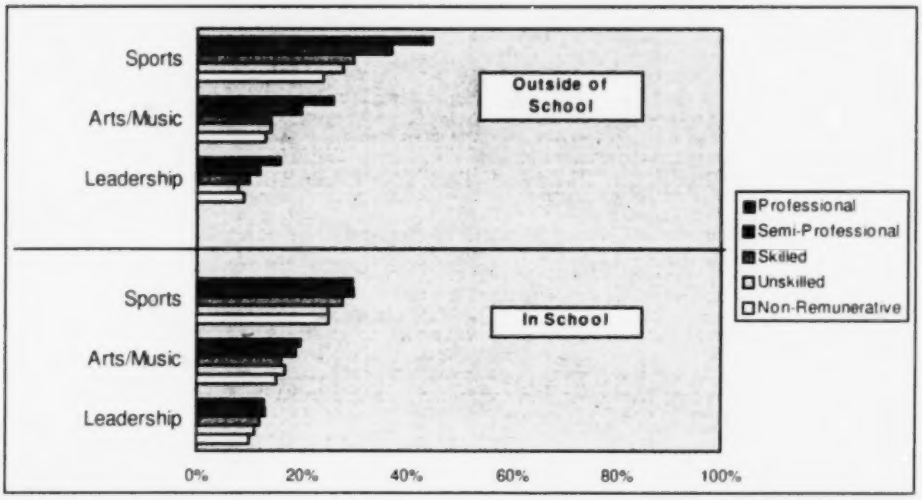
Figure 8: Student participation in music/arts extra-curricular activities within and outside of school, by socio-economic status, 1997



However, the public school system did seem to have a compensatory effect of reducing such a gap. According to the survey, low SES students had a greater chance in school than outside of school to participate in some of the enrichment programs on a regular basis. For instance, the opportunity for low SES students to take part in music/arts extra-curricular activities was greater in school (1 in 4) than outside of school (1 in 7). (See Figure 8.) Nonetheless, it should be noted that students from high SES background still seemed to be more actively involved than students from lower SES families in school-based extra-curricular activities (41% versus 23%).

In terms of awards received, similar patterns were observed. For instance, the proportions of high SES students who received out-of-school awards almost doubled their counterparts from low SES families in the following areas: sports (45% versus 24%), arts/music (26% versus 13%), and leadership (16% versus 9%). However, such a gap between the rich and poor was much smaller within school: in sports (30% for high SES versus 25% for low SES), arts/music (20% versus 15%), and leadership (13% versus 10%). (See Appendix 4, pp. 50-51 and Figure 9.)

Figure 9: Awards received by students, by socio-economic status, 1997



Noticeable differences in the kinds of extra-curricular activities and the level of participation also existed across racial/cultural groups. Compared to other groups, Jewish students had the highest percentage taking part in music and arts activities, school publication, student council, as well as religious and sports activities in the community. (See Appendix 1, pp. 32-33.) South Asian students (both of Tamil and East Indian origins), on the other hand, were more active than the overall student population in school clubs and multicultural groups, as well as religious and ethno-cultural activities outside of school. Chinese and Vietnamese students were comparatively least involved in after-school activities. They showed relatively lower than the overall percentage of participation in virtually all kinds of extra-curricular activities both in or outside of school.

Volunteer work

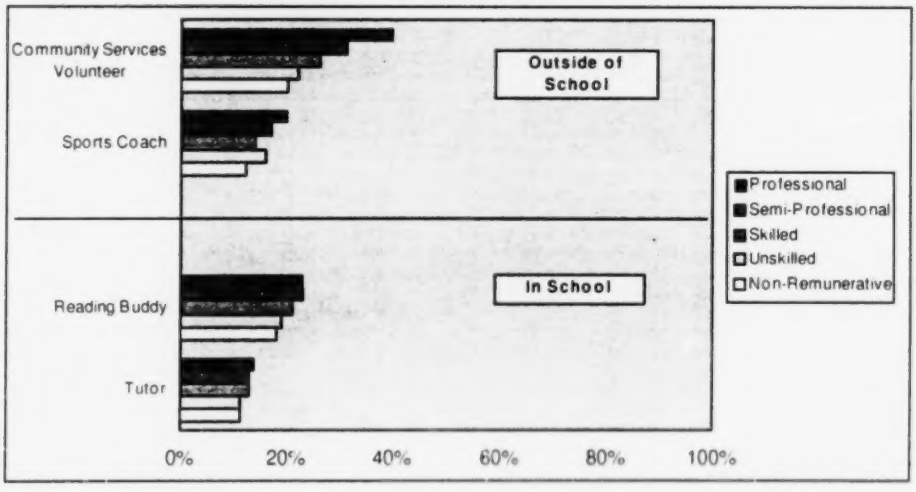
About 40% and 50% of Toronto secondary students reported to have participated in volunteer work both inside and outside of school respectively. The proportions in both cases were higher among female students than males. Some examples included reading buddies in school (25%

for females versus 16% for males) and community services volunteers outside of school (36% for females versus 22% for males). The only area where more males than females volunteered was in coaching sports outside of school (11% for females versus 20% for males). (See Appendix 3, p. 46.)

Outside of school, high SES students also had greater opportunities than low SES students to be involved in volunteer activities. For example, the former were two times more likely than the latter to volunteer in community services, such as hospitals and food banks (40% versus 20%), and as sports coach outside of school (20% versus 12%). (See Figure 10 and Appendix 4, p. 50.)

Nevertheless, opportunities for students to volunteer in school were more equalized; hence the large gap noted above was not apparent in school. For instance, the participation rates for the high SES and low SES students were 23% and 18% as reading buddies, and 14% and 11% as school tutors respectively.

Figure 10: Volunteer work experience of students, by socio-economic status, 1997



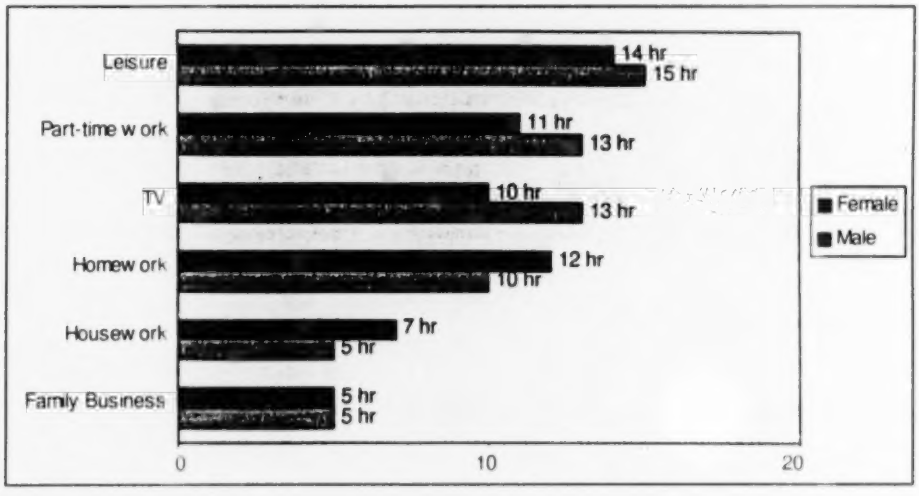
The survey data further reveal different volunteering patterns among various racial/cultural groups. Among students who volunteered, the more recent immigrant groups or groups whose home language was other than English were more likely to be school ambassadors (e.g., Tamil), and homework/English tutors outside of schools (e.g., Tamil, Korean, African-born Blacks and Iranian students). However, groups with a longer history of settlement in Toronto or who speak English as their first language tended to be involved more frequently in community

work such as hospitals and food banks (e.g., White English-speaking only, Jewish and Aboriginal) or volunteered as sports coach in the community (e.g., White English-speaking only, Italian, Canadian-born Blacks). (See Appendix 1, pp. 32-33.)

Time spent after school

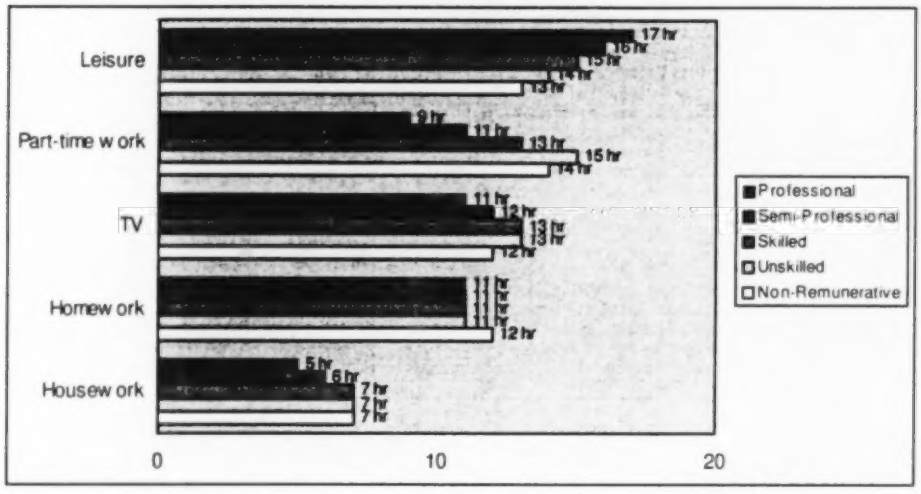
In addition to extra-curricular activities and volunteer work, students were also asked to indicate the amount of time they spent on various after-school activities, such as homework, part-time work, housework and leisure. Male and female students reported different patterns in how they spent their time after school. Male students spent more hours per week than their female counterparts on leisure activities (15 hours versus 14 hours), part-time work (13 hours versus 11 hours) and television (13 hours versus 10 hours). Conversely, female students spent more time per week than male students on homework (12 hours versus 10 hours) and housework (7 hours versus 5 hours). (See Figure 11.)

Figure 11: Average hours per week students spent on various activities, by gender



How secondary students spent their time after school was also different according to their SES backgrounds. Well-to-do students reported spending more time on leisure activities than their peers from low-income families (17 hours versus 13 hours a week). Conversely, low SES students reported spending more time than high SES students on part-time work (14-15 hours versus 9 hours a week) and housework (7 hours versus 5 hours a week). (See Figure 12.)

Figure 12: Average hours per week students spent on various activities, by SES



The priority that students placed on certain after-school activities also varied among different racial/ethnic groups. (See Appendix 1, pp. 34-35.) The more recent immigrant students, such as Tamils and those from Africa, were similar in that both groups reported spending less time on leisure activities and television, but more time on homework, housework and part-time work than the overall population. The Portuguese students also reported a noticeably higher than average number of hours of part-time work (16 hours versus 12 hours a week for the overall population). Conversely, Jewish and Korean students reported the fewest number of hours on part-time work (8-9 hours versus 12 hours a week for the overall population) and housework (4-5 hours versus 6 hours a week for the overall population).

Also similar to the previous findings of the 1991 Every Secondary Student Survey (see Research Report #204), Asian students as a group reported spending more hours on homework (13 hours per week) than other students (8-11 hours per week). Aboriginal students reported the fewest hours on homework in both time periods (7 and 8 hours per week in 1991 and 1997 respectively). (See Appendix 2, p. 42.)

Types of part-time work held

In terms of the types of part-time work, cashier/store clerk was one of the most common part-time jobs held by about a quarter of both male and female students. Other jobs reported by notably more females than males were babysitters and tutors. The reverse was true for jobs like labourers, delivery/couriers and factory workers where more males than females were hired. (See Appendix 3, p. 47.)

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The types of part-time jobs held by high- and low-SES students were quite distinct. For example, the former were three times more likely than the latter to work as babysitters and six times more likely to work as sports instructors/lifeguards. On the other hand, low SES students were about three times more likely than high SES students to work as waiters/waitresses and labourers. (See Appendix 4, p. 51.)

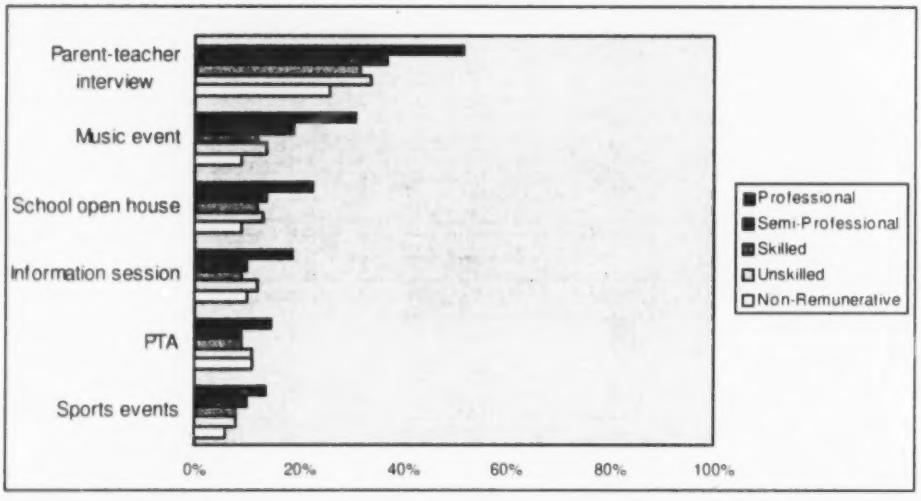
The data also indicate that students of different racial groups were exposed to different types of part-time work experience. (See Appendix 1, pp. 34-35.) Groups with the largest proportion of students aspiring for university education, such as the Jewish and Korean students, also tended to have a higher percentage working in teaching-related jobs, such as sports instructor (23% for Jewish versus 8% for the overall) and teacher/tutor (25% for Korean versus 6% for the overall). On the other hand, groups with a high percentage planning to enrol in community college or work full-time immediately after high school (e.g., Tamil, Filipino, Aboriginal, Portuguese, and foreign-born Blacks) tended to report working as waiters/waitresses, labourers, couriers, and factory workers.

E. Parental Involvement and Home Support

Parents' involvement in school

The level of parental involvement in school was consistently higher for parents with professional jobs compared to those with lower status jobs or were unemployed. For example, about half (52%) of the students with parents in professional jobs reported their parents took part in teacher-parent interviews on a regular basis. The corresponding percentage for students with unemployed parents was about a quarter (26%). Similar patterns applied to all other types of parents' involvement in school. (See Figure 13 and Appendix 4, p. 53.)

Figure 13: Parental involvement by socio-economic status, 1997



It should also be noted that some student groups such as Vietnamese, Chinese and African-born Blacks were less likely than other groups to have reported their parents participate in their school activities. For example, only between 15% and 22% of the above mentioned groups, as compared to about 50% of Jewish and English-speaking only students, reported their parents took part frequently in parent interviews. (See Appendix 1, pp. 38-39.)

Homework support

In terms of homework support after school, similar types of findings prevail. Students from more affluent backgrounds were also much more likely to have received help from parents (46%) or paid tutors (10%) than the low SES students (16%-19% from parents, 1-3% for paid tutors). (See Appendix 4, p. 51.) Indeed, the data indicates a close relationship between the availability of homework support and parents' educational and language background. Parents with university training were much more likely to provide their children with homework support

(by themselves and/or through paid tutors) than parents with lower educational attainment. This is evident among Jewish and White English-speaking only students, with both groups having a significantly higher percentage reporting their parents with university degrees, and with about half of the students reporting having received direct homework assistance from parents. However, students whose home language is other than English, such as Vietnamese, Korean, Chinese and Portuguese reported receiving minimal help from their parents (11%-15% versus 27% for the overall population).[11] (See Appendix 1, pp. 34-35.)

Regarding the students' usual place to do homework, a disproportionately high percent of African-born (22%), Tamil (8%) Iranian (7%) and Korean (7%) students reported using public libraries and/or school libraries for doing their homework compared to the overall population (3%). (See Appendix 1, pp. 34-35.) Most of these groups also happened to have a high proportion of their students living with guardians or on their own.

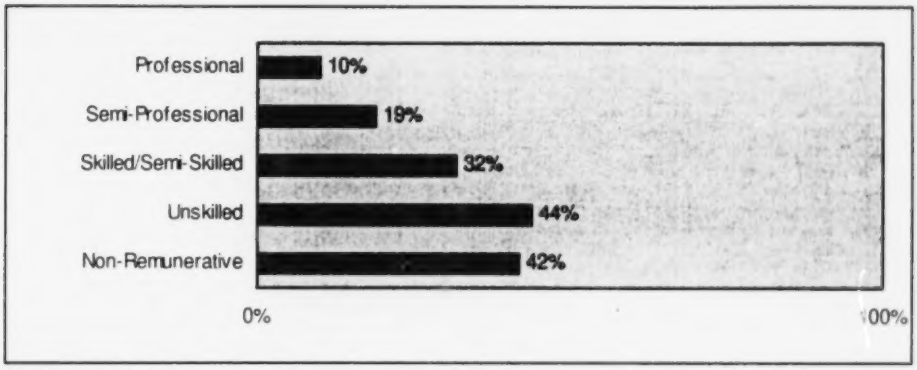
Access to technologies at home

There was no difference between male and female students in terms of access to home computers. Almost three quarters of students from both genders reported having access to computers at home. Nonetheless, more male students than female students reported that they used computers frequently (i.e. daily or one to two times a week) both at school (47% males versus 39% females) and at home (62% males versus 54% females). In terms of usage, while the same proportion of male and female students used computers for writing frequently, the former reported using the computers more frequently in other areas such as computer games, information search, and e-mailing. (See Appendix 3, p. 47.) For instance, 49% of males compared to 27% of females reported that they played computer games daily or weekly.

Differences between high and low SES students were obvious in terms of access to technologies outside of school. While only 10% of the students from high income families reported no access to computers at home, over 40% of students from low income families reported so. (See Figure 14.)

[11] Iranian and Black African-born students also reported low percentage of parental support because a high proportion of these students did not live with their parents.

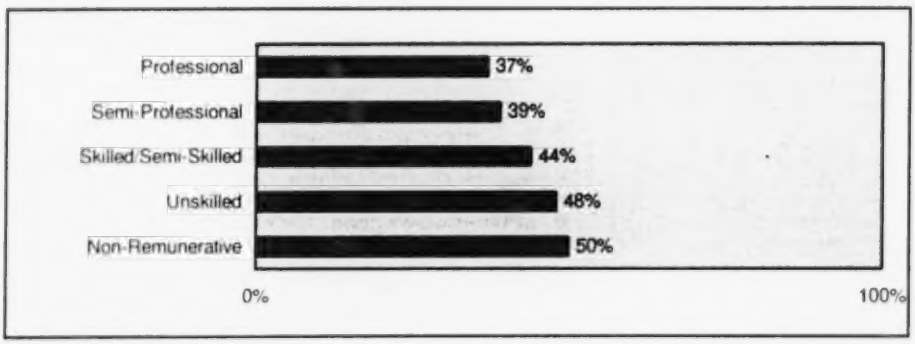
Figure 14: Percent of students with little or no access to home computers, by SES



Further analysis of the data shows that for some cultural groups – such as Portuguese, foreign-born Black, Aboriginal, and Latin American students, approximately half (compared to a quarter of the overall population) reported to have little or no access to computers at home. These groups tended to have a high proportion coming from low-income and/or low parental education backgrounds[12], and were less likely to aspire for university than other students.

Again schools seemed to provide an equalizing effect in closing the technological gap, as indicated by the fact that a larger proportion of the low-income than the high-income groups reported using school computers on a daily or weekly basis. (See Figure 15.) Most of these students made use of school computers for writing, finding information, producing graphs and doing math. It should, however, be noted that Portuguese students stood out as a group that had little access to computers at home but also reported infrequent use of the computers at school. (See Appendix 1, pp. 34-35.)

Figure 15: Percent of students who used the school computers frequently, by SES



[12] The Chinese students, however, did not follow this pattern. Even though a proportionately high percent of these students reported low status occupations and low educational attainment for their parents, the majority (76%) of Chinese students indicated they have access to home computers.

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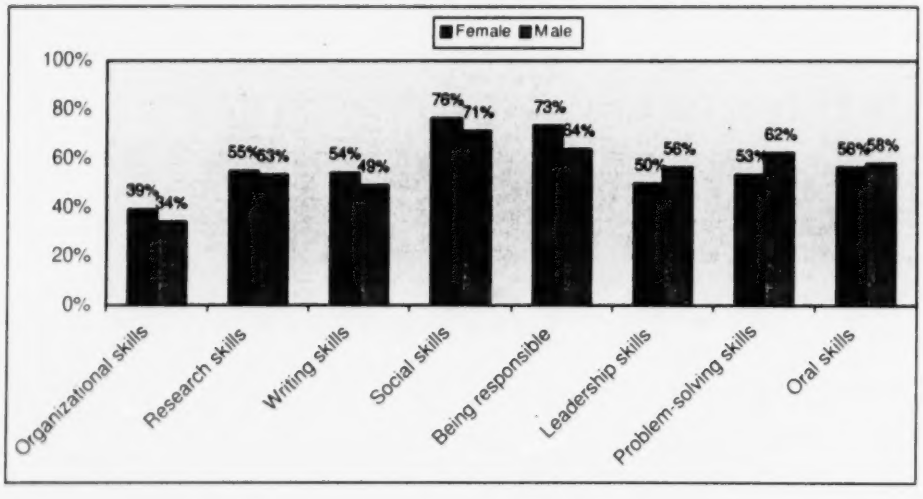
F. Students' Self-Perceptions and Aspirations

For the first time in the Every Secondary Student Survey, students were asked to evaluate a range of generic skills about themselves. These skills include students' ability to communicate, solve problems, research, organize, be responsible, lead and be sociable. Not only are these skills consistent with our educational goals, they are also attributes that the Conference Board of Canada has identified as important for students' future employability. (See Grayson, 1996, p.1).

Self-evaluation of various skills

Some differences were found between males and females in the self evaluation of their skill set. The data show that more females than males considered themselves to have good organizational, research, writing and social skills and a strong sense of responsibility. However, males were more likely than females to perceive themselves to have good leadership and problem solving skills. (See Figure 16.)

Figure 16: Percent of students who rated themselves "good" in various skills, by gender



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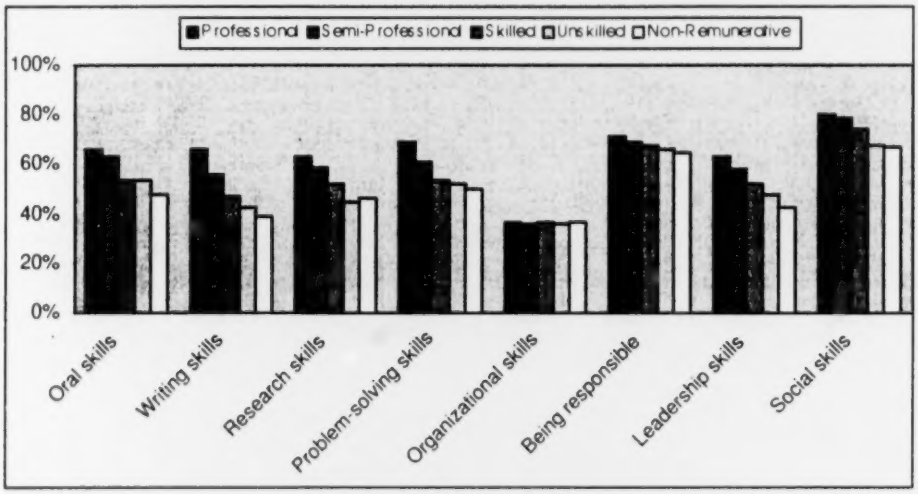
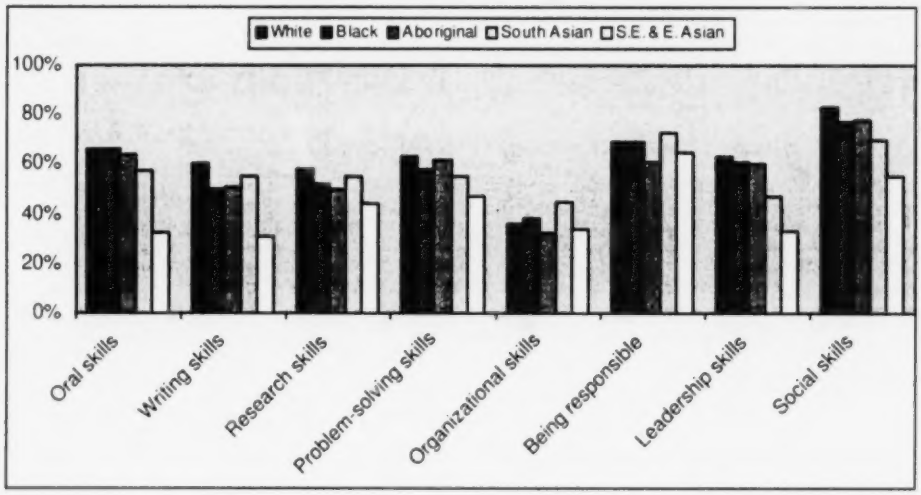
In addition, a clear relationship was found between parents' SES and students' self evaluation of skills. More students from the high SES families rated themselves "good" or "very good" at oral, writing, research, problem solving, leadership and social skills than students of low SES. The most dramatic differences between the high and low SES students were found in the rating of writing (66% versus 39%) and leadership skills (63% versus 43%). (See Figure 17 and Appendix 4, p. 52.)

Figure 17: Percent of students who rated themselves "good" in various skills, by SES



Further analyses show that students' language and cultural background also had much to do with the way they perceived their competence in various skills. (See Appendix 1, p. 36-37.) For instance, the self-confidence level of East Asian (e.g., Chinese and Korean) and South-East Asian students (e.g., Vietnamese and Filipino) in many of the above mentioned areas was shown to be noticeably lower than their peers (as shown by the white bars in Figure 18). The only exceptions were found in the ratings for organizational skills and being responsible where their confidence levels were about the same as most other groups. In contrast, White, Aboriginal, and Black students indicated higher self-ratings in oral, problem solving, leadership and social skills than all other groups. It is worth noting that while South Asian (e.g., Tamil and East Indian) students were less confident than the overall population in some skill areas (such as oral, problem solving, leadership and social skills), they rated themselves higher than the South-East and East Asian students in all the skill items on the survey. (See Figure 18.)

Figure 18 : Percent of students who rated themselves "good" in various skills, by race



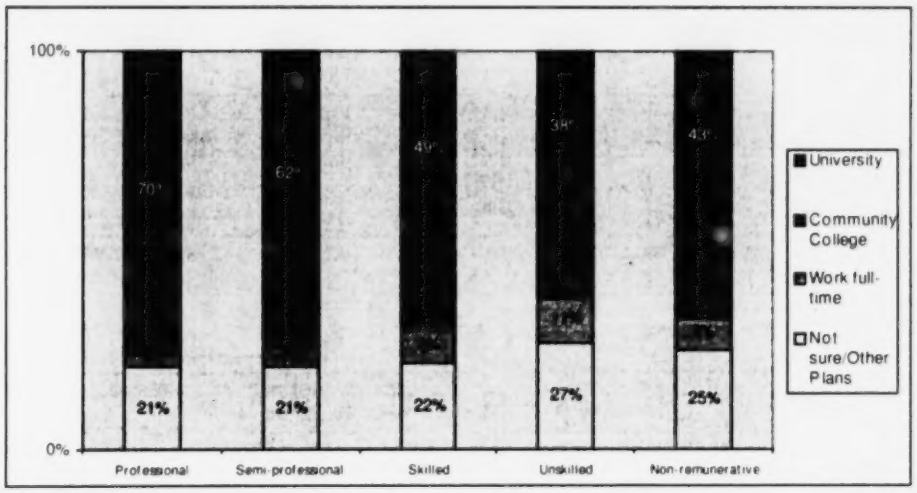
A related question on verbal communication skills again shows that East Asian and South-East Asian students (the two largest groups of English-as-a-second-language learners) were significantly less likely to feel comfortable speaking up in class than the native speakers of English (22%-25% versus 44%-61%). (See Appendix 1, pp. 36-37.)

Such findings corroborated with the results of a recent Queen's University study of secondary students in Toronto and Vancouver (Warren, et al., 1997). The study also found that students of Chinese origin had the lowest level of self-confidence compared to students of Caribbean, Latin American, East European and South Asian backgrounds (p.132).

Students' post-secondary school plans

Slightly more females than males aspired to go to university as a post-secondary school option (56% versus 50%). (See Appendix 3, p. 48.) But the differences were more pronounced across SES and racial/cultural groups. (See Appendices 1, 2 and 4; pp. 36-37, 43, 52.) The evidence is strong that parents' socio-economic status makes a difference to students' post-secondary plans. Figure 19 shows that significantly more students from high-income families (70%) than those from low-income families (38%-43%) planned to go to university. Conversely, the latter were more likely than the former to plan for community college (24% versus 6%) or full-time work (8%-11% versus 3%).

Figure 19: Students' post-secondary school plans, by socio-economic status, 1997



Some distinct differences were also found across cultural groups in their post secondary plans. Students of Korean, Jewish, Chinese and Iranian descent showed the highest percent to aspire for university. Between 62% to 83% of them aimed for university, as compared to 53% for the overall population. On the other hand, 30-40% of the foreign-born Black and Filipino students planned to go to community college, which represented almost two times the percent of the general population who had such plans (17%). It should also be noted that the proportion who planned to work full-time work immediately after high school was significantly higher among Portuguese (17%), Caribbean-born Blacks (14%) and Aboriginal (19%) students than among the overall population (7%). (See Appendix 1, pp. 36-37.) Parallel findings regarding the educational aspirations of different cultural groups were found in the previous 1991 Every Secondary Student Survey (See Research Report #204.)

In terms of guidance support from school, about 40% of students felt that schools had offered them enough help in planning their future education and career. For the remaining, about a third would like to receive help from school for their post-secondary school plans. It should be noted that students who enroled in General Level programs (47%) were more likely than those enroled in Advanced program (37%) to indicate having received enough help in this area from school.

Career aspirations

The 1997 survey also reveals some career choice patterns between male and female students. The five most cited career options by all students were: doctor (12%), computer-related occupations (11%), self-employed (9%), engineer (7%) and teacher (7%). However, teaching was not among the top five choices for males, and engineer and computer-related occupations were not among the top five choices for females. In general, males tended to opt for more technologically-related careers in such fields as computer and engineering, while female students tended to favour people-oriented occupations such as teaching and law. (See Appendix 3, p. 48.)

In relation to students' socio-economic background and their career choice, the most noticeable difference was found in the larger proportion of high SES students who aspired to be doctors (16%) than lower SES students (9%). The reverse was observed for those who aspired to be accountants (10% for low SES versus 4% for high SES students). (See Appendix 4, p. 52.)

There were also indications that groups who showed lower levels of confidence in their oral communication skills were more likely to aspire for math and science/technology oriented careers. Examples of this include the higher proportion of Chinese, Vietnamese, Filipino and Tamil students who aspired for computer-related careers, engineering and accounting. Conversely, groups who showed higher levels of confidence in communication skills (Jewish, Greek, East Indian and Canadian-born Black) were more likely to aspire for careers in teaching or law. (See Appendix 1, pp. 36-37.)

IMPLICATIONS

While this report is based on the data collected from students of the former Toronto Board of Education, many of the findings can be applied to the larger amalgamated Toronto District School Board (TDSB), which also consists of a very pluralistic student population coming from a wide spectrum of socio-economic, linguistic, ethnic and racial backgrounds.[13] In fact, many of the issues raised in this report, such as students' special needs, echo the concerns identified in a 1997 Metro Toronto document that was jointly prepared by the seven former school boards that constitute the current TDSB.[14]

The present study has also shown that while the diverse backgrounds of students have helped to create an enriched learning environment in the public schools, this same diversity also increases the challenge for the public school system to meet the different levels and kinds of needs of its students. In response to this challenge, hard evidence is available for the first time to show that the public school system has indeed made a difference in addressing the diverse needs of its students by enriching and expanding their learning horizons, and narrowing many opportunity gaps for students of different backgrounds.

Nonetheless, there are still areas that require further attention by the school system, and the involvement of local and wider communities. The findings documented in this study provide, to the school system and the communities, the hard data to understand the varying needs, gaps and circumstances of their diverse student population. With such information, resources can be more effectively allocated to create a more "level playing field where diversity is an asset, not a permanent obstacle to student achievement."[15]

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[13] Students from the Toronto District School Board came from over 150 countries, representing over 90 languages spoken at home.

[14] See Sensitive to Community Diversity... Responsive to Student Needs, prepared by the Public School Boards of Metropolitan Toronto, 1997.

[15] See p.1 of the Executive Summary of the report mentioned in the above footnote.

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Appendices 1- 4

Appendix 1: Summary of Findings by Cultural Group

Toronto Every Secondary Student Survey, 1997

			White					
		OVERALL	English only	Portuguese	Jewish	Greek	Italian	Polish
Place of birth	Canada	58%	96%	66%	88%	90%	96%	33%
	Outside of Canada	42%	4%	34%	12%	10%	4%	67%
Parental presence at home	Both parents	64%	69%	79%	83%	79%	74%	63%
	Mother only	21%	21%	13%	12%	14%	15%	25%
	Father only	4%	5%	3%	4%	3%	5%	5%
	On my own	6%	3%	3%	1%	1%	4%	5%
	Other	4%	3%	2%	1%	2%	1%	4%
Parent occupation	Professional	28%	46%	6%	67%	16%	20%	30%
	Semi-professional	23%	26%	12%	21%	24%	25%	27%
	Skilled/semi-skilled	28%	17%	58%	9%	41%	38%	29%
	Unskilled	7%	4%	14%	1%	11%	5%	5%
	Non-remunerative	14%	7%	10%	2%	8%	12%	10%
Parent education	Elementary	8%	1%	47%	<1%	18%	11%	1%
	Secondary	25%	16%	33%	4%	40%	38%	17%
	Community College	17%	11%	10%	2%	15%	13%	20%
	University	49%	71%	10%	93%	27%	38%	62%
Students' perceptions of school (% who said "all the time" or "often")	a) Extra help available	69%	72%	76%	77%	72%	74%	68%
	b) Sense of belonging	62%	65%	61%	70%	65%	64%	64%
	c) Students show respect for your ideas	61%	65%	59%	78%	66%	61%	58%
	d) Office staff friendly	54%	49%	56%	55%	51%	52%	58%
	e) Enjoy School	49%	38%	42%	45%	45%	42%	43%
	f) School grounds/facilities clean	43%	38%	44%	59%	45%	40%	46%
Students' perceptions of the Curriculum: (% who said "yes")	Do you feel what you learn in school prepares you for your future?	63%	55%	63%	54%	53%	56%	67%
(% who said "all the time", "often", Or "sometimes")	In this school, how often have you learned about the achievements, contributions and experiences of:							
	a) Different racial/cultural/religious groups	75%	74%	79%	78%	75%	81%	75%
	b) Women	72%	72%	73%	73%	75%	78%	73%
	c) First Nations	53%	50%	59%	54%	50%	54%	54%
	d) Working people	50%	48%	52%	46%	44%	45%	42%
	e) Poor people	45%	41%	46%	42%	37%	47%	45%
	f) Persons with disabilities	35%	31%	45%	25%	34%	36%	32%
	g) Persons with different sexual orientation	30%	26%	38%	21%	25%	34%	34%
(% who said "yes")	Are there school activities that you would like to take part in but cannot or do not feel comfortable because of barriers related to:							
	a) cost	18%	18%	13%	16%	13%	11%	13%
	b) gender	9%	9%	7%	12%	6%	6%	5%
	c) race, ethnicity, culture or religion	8%	4%	4%	6%	5%	5%	3%
	d) disability	3%	2%	2%	2%	2%	1%	1%
	e) sexual orientation	1%	1%	2%	0%	1%	2%	1%
(% who said "yes")	"In school, have you learned to recognize biases and stereotypes in textbooks or other learning materials?"	47%	58%	41%	60%	47%	54%	48%

Asian						Black			Aboriginal	Other	
Chinese	Vietnamese	Tamil	East Indian	Korean	Filipino	Canadian-born	Caribbean-born	African-born	Aboriginal	Latin American	Iranian
33%	12%	1%	40%	41%	7%	100%	0%	0%	79%	29%	3%
67%	88%	99%	60%	59%	93%	0%	100%	100%	21%	71%	97%
74%	53%	52%	75%	70%	47%	39%	38%	20%	40%	51%	48%
14%	25%	21%	13%	16%	37%	48%	39%	20%	31%	28%	22%
3%	6%	4%	5%	3%	4%	3%	6%	6%	8%	5%	7%
5%	9%	18%	6%	9%	10%	7%	10%	27%	10%	10%	12%
3%	7%	5%	1%	2%	2%	3%	7%	27%	11%	6%	11%
11%	7%	10%	21%	13%	9%	18%	13%	14%	22%	19%	24%
22%	14%	9%	20%	56%	16%	31%	24%	18%	22%	16%	25%
43%	34%	25%	31%	14%	33%	26%	36%	19%	26%	34%	15%
6%	4%	9%	7%	6%	35%	7%	13%	7%	11%	15%	7%
17%	42%	48%	21%	12%	7%	19%	14%	41%	19%	16%	30%
11%	13%	7%	5%	1%	8%	2%	6%	10%	7%	12%	5%
42%	33%	40%	21%	13%	14%	23%	32%	23%	34%	29%	16%
18%	21%	26%	24%	12%	40%	33%	41%	26%	26%	19%	17%
30%	34%	27%	50%	74%	38%	42%	21%	41%	33%	41%	63%
60%	61%	68%	77%	58%	67%	69%	72%	67%	71%	73%	70%
59%	62%	70%	70%	52%	60%	51%	55%	66%	49%	58%	63%
52%	49%	59%	63%	62%	46%	63%	52%	62%	57%	64%	62%
50%	58%	72%	60%	34%	59%	42%	56%	69%	57%	59%	57%
55%	65%	84%	63%	48%	62%	37%	48%	75%	45%	54%	68%
42%	51%	58%	47%	34%	49%	34%	46%	63%	46%	50%	46%
65%	71%	86%	77%	64%	85%	62%	74%	83%	56%	73%	67%
76%	74%	81%	75%	68%	76%	65%	77%	64%	77%	73%	71%
69%	76%	85%	76%	70%	83%	63%	73%	67%	73%	71%	62%
51%	60%	74%	60%	43%	71%	48%	50%	50%	52%	53%	47%
49%	53%	66%	44%	48%	69%	49%	59%	48%	56%	52%	38%
44%	52%	68%	45%	37%	63%	40%	49%	46%	46%	46%	36%
32%	34%	56%	38%	30%	57%	29%	47%	41%	41%	39%	34%
26%	25%	37%	27%	27%	43%	30%	41%	27%	34%	33%	37%
21%	21%	13%	12%	7%	17%	22%	19%	11%	23%	22%	28%
9%	9%	16%	11%	5%	12%	8%	7%	10%	11%	8%	11%
11%	14%	19%	18%	11%	15%	13%	9%	20%	9%	9%	14%
3%	5%	6%	2%	4%	4%	3%	1%	3%	8%	4%	5%
1%	2%	2%	0%	1%	1%	1%	1%	1%	3%	1%	3%
38%	35%	36%	40%	41%	46%	48%	47%	35%	42%	43%	40%

			White					
		OVERALL	English only	Portuguese	Jewish	Greek	Italian	Polish
Students' perceptions of their teachers: (% who said "all" or "many" of their teachers")	a) have shown respect for and understanding of my racial, ethnic, cultural and religious backgrounds	69%	71%	72%	76%	72%	73%	78%
	b) mark or score my daily work and tests fairly	67%	71%	65%	72%	65%	58%	72%
	c) have high expectations of me in my school work	50%	55%	49%	59%	47%	54%	55%
	d) make me feel comfortable talking to them when I have a question about school work	47%	50%	42%	56%	43%	47%	48%
	e) discipline students fairly	47%	43%	46%	44%	42%	36%	48%
	f) recognize the things I do well at school	44%	47%	44%	47%	41%	44%	50%
	g) satisfy me with the ways they teach	41%	37%	38%	36%	37%	32%	43%
	h) give useful comments and suggestions about my school work	37%	35%	40%	35%	33%	36%	43%
Volunteer work in school	% of students who volunteered	40%	37%	34%	42%	36%	36%	33%
	a) As reading buddy for other students	20%	24%	18%	26%	22%	19%	15%
	b) As tutor at school	13%	8%	12%	16%	12%	12%	12%
	c) As peacemaker/peer mediator/conflict manager	7%	7%	7%	10%	6%	7%	5%
	d) As school ambassador who helps new students	7%	6%	6%	6%	6%	6%	5%
	e) As peer mentor	6%	5%	5%	7%	7%	9%	4%
Volunteer work outside of school	% of students who volunteered	51%	55%	47%	65%	60%	53%	52%
	a) As volunteer in community services (e.g., hospital, food bank)	28%	36%	22%	47%	32%	33%	27%
	b) As tutor to help with homework	16%	10%	12%	15%	18%	12%	18%
	c) As sports coach	16%	22%	19%	17%	20%	25%	19%
	d) As English tutor	6%	2%	5%	3%	6%	3%	5%
Extra-curricular activities in school	% of students who participate in any activities for at least a few times a year	75%	77%	79%	82%	74%	79%	81%
	a) Sports	58%	59%	63%	56%	61%	63%	62%
	b) Arts/music	49%	55%	41%	61%	47%	46%	61%
	c) School clubs	29%	22%	22%	34%	32%	26%	23%
	d) Publications	17%	17%	14%	26%	14%	15%	18%
	e) Multicultural group activities	17%	6%	12%	12%	21%	10%	15%
	f) Student Council	12%	12%	11%	22%	12%	11%	12%
Extra-curricular activities outside of school	% of students who participate in any activities for at least a few times a year	81%	86%	84%	93%	88%	83%	89%
	a) Sports	73%	78%	73%	83%	76%	77%	83%
	b) Arts/Music	45%	51%	35%	64%	48%	39%	53%
	c) Religious Activities	37%	27%	42%	65%	63%	40%	45%
	d) Clubs	17%	14%	23%	15%	21%	19%	16%
	e) Ethno-cultural group activities	15%	4%	16%	17%	40%	7%	15%
Awards received within school	% of students who received award							
	a) Sports	28%	33%	35%	21%	38%	35%	25%
	b) Academic	23%	22%	22%	29%	32%	23%	29%
	c) Arts/Music	17%	19%	18%	18%	19%	14%	23%
	d) Leadership	12%	14%	15%	11%	13%	13%	8%
	e) Good citizen	8%	9%	9%	7%	12%	7%	4%

Asian						Black			Aboriginal	Other	
Chinese	Vietnamese	Tamil	East Indian	Korean	Filipino	Canadian-born	Caribbean-born	African-born	Aboriginal	Latin American	Iranian
66%	64%	78%	73%	53%	72%	59%	69%	64%	61%	72%	74%
67%	67%	73%	66%	59%	57%	57%	58%	57%	62%	64%	67%
41%	49%	64%	57%	38%	41%	48%	54%	51%	48%	50%	39%
42%	46%	61%	46%	36%	40%	37%	44%	54%	44%	41%	54%
50%	48%	75%	58%	44%	52%	34%	44%	51%	42%	47%	42%
35%	44%	67%	48%	36%	42%	38%	45%	47%	45%	45%	49%
42%	45%	70%	50%	37%	50%	30%	41%	51%	40%	42%	40%
33%	37%	64%	45%	24%	39%	34%	42%	43%	39%	37%	39%
38%	41%	53%	49%	45%	33%	44%	35%	27%	43%	29%	46%
18%	21%	21%	25%	19%	15%	29%	19%	12%	29%	14%	18%
17%	17%	21%	17%	22%	13%	12%	9%	7%	10%	8%	18%
4%	2%	7%	8%	8%	2%	10%	8%	4%	14%	7%	4%
6%	11%	17%	9%	8%	3%	6%	8%	7%	11%	7%	10%
5%	5%	7%	9%	8%	3%	7%	7%	3%	9%	5%	9%
44%	44%	61%	50%	62%	38%	56%	54%	43%	59%	48%	51%
21%	20%	21%	27%	33%	15%	32%	27%	17%	37%	27%	27%
18%	22%	33%	22%	23%	12%	13%	18%	12%	13%	14%	20%
7%	8%	12%	8%	16%	7%	23%	20%	13%	20%	14%	16%
7%	6%	15%	10%	14%	5%	3%	5%	10%	7%	7%	15%
72%	68%	75%	79%	79%	79%	79%	71%	56%	76%	71%	71%
52%	53%	56%	61%	58%	61%	68%	63%	48%	57%	60%	60%
43%	42%	42%	46%	64%	56%	49%	44%	29%	55%	42%	47%
32%	38%	46%	39%	30%	34%	25%	28%	23%	20%	33%	23%
19%	15%	24%	25%	17%	13%	14%	15%	15%	15%	10%	12%
19%	23%	54%	39%	17%	34%	28%	29%	24%	12%	24%	19%
9%	9%	19%	14%	9%	10%	10%	15%	15%	12%	13%	13%
71%	71%	75%	78%	89%	79%	85%	72%	75%	78%	85%	74%
62%	68%	64%	64%	76%	66%	77%	71%	72%	73%	78%	71%
34%	35%	49%	36%	65%	50%	50%	40%	31%	50%	40%	36%
24%	29%	56%	67%	66%	55%	45%	45%	56%	29%	39%	26%
11%	16%	28%	19%	8%	20%	19%	26%	23%	29%	20%	21%
12%	14%	39%	31%	23%	20%	23%	25%	35%	18%	21%	20%
18%	19%	18%	23%	22%	15%	43%	34%	14%	29%	28%	24%
26%	27%	29%	23%	28%	14%	18%	17%	17%	20%	16%	24%
15%	11%	12%	18%	26%	8%	19%	14%	7%	20%	14%	14%
9%	10%	10%	16%	8%	4%	18%	15%	6%	17%	9%	6%
7%	9%	8%	7%	6%	2%	8%	8%	4%	12%	6%	4%

			White					
		OVERALL	English	Portuguese	Jewish	Greek	Italian	Polish
Awards received outside of school	% of students who received awards							
	a) Recreation/sports	33%	48%	38%	44%	41%	48%	35%
	b) Arts/Music	17%	22%	14%	28%	21%	17%	18%
	c) Leadership	11%	16%	10%	19%	11%	14%	9%
	d) Community services	10%	10%	9%	13%	12%	10%	7%
	e) Academic	6%	5%	6%	7%	13%	5%	12%
	f) Environmental/social and humanitarian	5%	6%	4%	6%	5%	3%	4%
Average hours per week students spent in	a) Leisure activities	15 hr	18 hr	15 hr	17 hr	16 hr	16 hr	17 hr
	b) Part-time work	12 hr	10 hr	16 hr	8 hr	15 hr	14 hr	12 hr
	c) TV	12 hr	11 hr	12 hr	10 hr	13 hr	13 hr	12 hr
	d) Homework	11 hr	9 hr	9 hr	10 hr	10 hr	9 hr	10 hr
	e) Housework	6 hr	5 hr	7 hr	4 hr	6 hr	6 hr	6 hr
Part-time work (% who work)	% of students who work part-time or in family business	50%	52%	56%	49%	65%	56%	53%
	Types of work:							
	a) Cashier/store clerk	23%	16%	22%	17%	32%	32%	31%
	b) Babysitter	20%	34%	7%	34%	15%	25%	12%
	c) Waiter/waitress/busboy/fast food worker	16%	9%	25%	3%	25%	11%	7%
	d) Sports instructor/life guard	8%	14%	2%	23%	7%	3%	5%
	e) Teacher/tutor	6%	5%	3%	9%	1%	1%	2%
	f) Labourer	6%	4%	16%	2%	11%	3%	12%
	g) Salesperson	5%	4%	3%	6%	1%	1%	7%
	h) Office clerk	4%	4%	7%	7%	3%	4%	5%
	i) Delivery/courier	3%	3%	3%	0%	1%	1%	5%
	j) Factory warehouse worker	2%	1%	2%	1%	0%	3%	2%
Homework help	a) No one helps	49%	44%	61%	33%	52%	52%	56%
	b) Parents	27%	45%	15%	51%	20%	31%	29%
	c) Friends	27%	28%	24%	43%	25%	31%	29%
	d) Siblings	18%	14%	19%	21%	27%	18%	10%
	e) Paid tutor	5%	9%	2%	15%	4%	3%	3%
	f) Free tutor	2%	2%	2%	1%	1%	2%	1%
Usual place to do homework	a) At home	87%	88%	85%	93%	90%	85%	92%
	b) More than one location	8%	9%	11%	5%	5%	11%	5%
	c) Public library/school library	3%	1%	1%	0%	3%	1%	1%
	e) Friend's home	1%	1%	0%	0%	0%	0%	0%
Use of computers	I. School Computer							
	a) % of students who use the computer daily/weekly	44%	47%	32%	31%	37%	37%	36%
	II. Home Computer							
	a) % of students with little or no access	27%	17%	48%	5%	33%	24%	16%
	b) % of students who use the computer daily/weekly	58%	67%	41%	78%	53%	57%	71%
	III. Types of computer use (daily or weekly)							
	a) Writing	56%	58%	38%	73%	49%	52%	57%
	b) Computer games	38%	39%	32%	39%	37%	40%	44%
	c) Finding information	37%	36%	26%	51%	33%	40%	41%
	d) E-mailing/Internet	22%	27%	12%	35%	21%	27%	23%
	e) Making charts	15%	11%	12%	12%	12%	15%	13%
	f) Math	6%	4%	4%	2%	2%	6%	1%

Asian						Black			Aboriginal	Other	
Chinese	Vietnamese	Tamil	East Indian	Korean	Filipino	Canadian-born	Caribbean-born	African-born	Aboriginal	Latin American	Iranian
14%	14%	22%	25%	31%	18%	39%	24%	15%	42%	34%	30%
14%	8%	17%	13%	33%	12%	24%	13%	6%	20%	15%	9%
5%	5%	10%	10%	10%	4%	18%	12%	4%	19%	7%	10%
7%	9%	13%	12%	5%	6%	14%	12%	9%	14%	9%	12%
6%	8%	4%	9%	8%	3%	8%	6%	4%	11%	4%	7%
3%	3%	5%	6%	3%	1%	2%	3%	3%	15%	4%	5%
13 hr	11 hr	9 hr	11 hr	15 hr	12 hr	15 hr	13 hr	10 hr	17 hr	13 hr	13 hr
12 hr	14 hr	14 hr	15 hr	9 hr	13 hr	13 hr	14 hr	17 hr	15 hr	14 hr	10 hr
13 hr	12 hr	11 hr	12 hr	11 hr	12 hr	14 hr	12 hr	10 hr	12 hr	12 hr	10 hr
14 hr	13 hr	13 hr	12 hr	12 hr	11 hr	10 hr	10 hr	15 hr	8 hr	10 hr	11 hr
6 hr	8 hr	8 hr	7 hr	5 hr	8 hr	7 hr	8 hr	10 hr	9 hr	7 hr	7 hr
43%	42%	57%	54%	54%	55%	40%	38%	41%	47%	47%	45%
27%	32%	14%	22%	56%	20%	21%	15%	31%	19%	27%	16%
4%	6%	3%	8%	3%	13%	15%	19%	8%	23%	10%	5%
28%	26%	41%	12%	3%	40%	11%	17%	12%	12%	29%	26%
3%	2%	0%	0%	8%	0%	8%	4%	0%	4%	2%	0%
12%	4%	16%	7%	25%	4%	3%	0%	0%	4%	4%	11%
3%	6%	5%	7%	0%	5%	8%	6%	8%	27%	14%	5%
7%	4%	0%	12%	6%	4%	5%	6%	4%	4%	2%	5%
5%	6%	5%	0%	0%	5%	3%	11%	12%	4%	8%	5%
3%	6%	3%	8%	0%	2%	2%	6%	12%	0%	0%	5%
2%	1%	8%	3%	0%	2%	0%	9%	0%	0%	2%	0%
49%	60%	37%	49%	47%	48%	49%	51%	46%	58%	55%	60%
13%	9%	20%	21%	11%	25%	32%	24%	13%	23%	24%	13%
36%	23%	30%	24%	33%	24%	23%	23%	20%	13%	20%	15%
21%	18%	27%	28%	22%	18%	19%	11%	16%	11%	16%	16%
3%	1%	5%	3%	12%	1%	3%	1%	1%	0%	1%	5%
3%	1%	3%	6%	1%	2%	5%	4%	3%	1%	2%	5%
90%	87%	82%	89%	81%	86%	83%	86%	69%	81%	89%	89%
6%	8%	9%	5%	11%	9%	12%	10%	7%	14%	8%	5%
1%	5%	8%	4%	7%	4%	2%	2%	22%	2%	2%	7%
1%	0%	1%	0%	1%	0%	1%	2%	0%	1%	1%	0%
49%	57%	65%	53%	36%	63%	42%	50%	57%	43%	45%	51%
24%	34%	36%	27%	17%	41%	42%	54%	51%	45%	48%	32%
60%	52%	56%	63%	69%	50%	47%	36%	39%	40%	43%	62%
59%	55%	68%	61%	60%	70%	50%	47%	48%	47%	50%	61%
40%	40%	41%	42%	44%	46%	35%	34%	29%	32%	33%	39%
37%	35%	48%	46%	33%	52%	33%	31%	32%	34%	37%	38%
21%	13%	16%	22%	25%	18%	19%	10%	12%	17%	19%	28%
16%	18%	29%	15%	15%	27%	13%	17%	22%	16%	19%	22%
6%	12%	20%	9%	5%	15%	5%	6%	16%	7%	5%	9%

			White					
		OVERALL	English only	Portuguese	Jewish	Greek	Italian	Polish
Self-evaluation of skills	a) Social skills	74%	82%	84%	88%	88%	88%	76%
(% who rated themselves	b) Being responsible	68%	66%	70%	74%	74%	70%	75%
"very good" or "good")	c) Problem-solving skills	58%	62%	53%	73%	62%	58%	61%
	d) Oral skills	57%	65%	67%	75%	72%	73%	61%
	e) Research Skills	54%	55%	53%	68%	62%	60%	66%
	f) Leadership skills	54%	62%	62%	73%	68%	65%	56%
	g) Writing skills	51%	61%	50%	70%	61%	58%	68%
	h) Organizational skills	37%	33%	43%	41%	44%	36%	35%
Level of comfort in speaking up	a) Comfortable	39%	44%	37%	61%	46%	44%	36%
in class	b) Somewhat comfortable	38%	38%	41%	30%	37%	38%	39%
Level of Study in secondary school	a) Advanced	70%	81%	52%	95%	75%	71%	76%
(Grades 10-OAC)	b) Advanced and General	15%	9%	21%	3%	13%	17%	17%
	c) General	12%	9%	26%	1%	11%	12%	6%
	d) Basic	1%	1%	1%	0%	1%	0%	1%
	e) Destreamed	1%	1%	0%	1%	0%	0%	0%
Language program enrolment	a) ESL	23%	1%	14%	3%	7%	3%	36%
	b) International Languages/Black Culture	16%	6%	20%	13%	50%	22%	14%
	c) French Immersion	11%	19%	4%	21%	8%	10%	14%
Special Education enrolment	a) Gifted/enrichment programs	17%	23%	9%	42%	20%	17%	17%
	b) Learning Disabled/Learning Centre	8%	14%	9%	9%	7%	8%	2%
	c) Reading Clinic	3%	3%	3%	2%	3%	2%	1%
	d) Behaviour programs	2%	2%	1%	1%	1%	1%	1%
Post-secondary school plans	a) University	53%	54%	29%	70%	50%	47%	51%
	b) Community College	17%	10%	28%	3%	21%	21%	18%
	c) Work full-time	7%	7%	17%	3%	7%	8%	6%
	d) Other plans	4%	8%	1%	10%	5%	7%	5%
	e) Not sure	19%	22%	24%	13%	17%	17%	19%
Future career aspirations	a) Doctor	12%	12%	3%	14%	10%	11%	8%
	b) Computer-related job	11%	7%	9%	9%	7%	6%	5%
	c) Self-employed/entrepreneur	9%	7%	6%	9%	9%	9%	10%
	d) Engineer	7%	5%	3%	4%	8%	4%	9%
	e) Teacher	7%	10%	9%	9%	16%	4%	6%
	f) Lawyer	6%	6%	5%	11%	10%	7%	4%
	g) Accountant	6%	2%	2%	2%	2%	4%	5%
	h) Police Officer	4%	4%	4%	1%	3%	6%	12%
	i) Movie star	4%	6%	2%	9%	5%	1%	0%
	j) Graphic artist	3%	5%	3%	5%	4%	4%	6%
Persons who help the students	a) Myself	54%	46%	55%	49%	59%	53%	54%
with their career choices	b) Parents	21%	18%	18%	27%	20%	14%	13%
	c) Friends	11%	11%	11%	15%	8%	8%	8%
	d) Teachers	9%	8%	11%	9%	6%	5%	8%
	e) Siblings	7%	4%	8%	7%	8%	6%	3%
	f) Guidance counsellors	4%	4%	5%	5%	4%	2%	4%
Does school give enough help in	% who said "yes"	39%	36%	45%	32%	40%	35%	42%
planning the future education?								

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Asian						Black			Aboriginal	Other	
Chinese	Vietnamese	Tamil	East Indian	Korean	Filipino	Canadian-born	Caribbean-born	African-born	Aboriginal	Latin American	Iranian
55%	52%	70%	72%	60%	52%	79%	84%	69%	78%	79%	77%
66%	64%	70%	75%	64%	63%	66%	71%	73%	61%	65%	75%
46%	44%	59%	53%	56%	50%	52%	58%	66%	62%	59%	68%
32%	30%	49%	63%	34%	39%	66%	65%	67%	64%	55%	55%
45%	37%	50%	57%	47%	43%	53%	58%	45%	50%	53%	57%
32%	33%	46%	49%	41%	41%	68%	60%	49%	60%	55%	52%
31%	27%	50%	57%	34%	40%	53%	54%	45%	51%	45%	50%
34%	37%	45%	47%	33%	34%	35%	41%	43%	32%	37%	46%
24%	25%	38%	36%	22%	24%	44%	41%	48%	44%	41%	45%
40%	39%	36%	38%	50%	50%	37%	32%	24%	32%	35%	33%
76%	65%	57%	75%	88%	46%	63%	44%	42%	48%	54%	67%
14%	21%	29%	16%	7%	30%	17%	27%	32%	18%	23%	17%
8%	12%	13%	9%	4%	20%	18%	26%	25%	30%	21%	15%
1%	1%	1%	0%	1%	2%	1%	3%	0%	4%	2%	0%
0%	1%	1%	0%	0%	1%	1%	0%	0%	0%	0%	1%
42%	50%	64%	28%	43%	55%	2%	11%	58%	13%	38%	54%
35%	19%	9%	10%	25%	2%	16%	11%	6%	8%	14%	11%
4%	5%	4%	8%	6%	3%	12%	3%	6%	11%	6%	4%
17%	9%	8%	15%	23%	4%	13%	5%	2%	11%	6%	12%
4%	5%	2%	5%	3%	2%	11%	5%	2%	16%	4%	4%
4%	5%	4%	3%	1%	1%	2%	4%	3%	7%	3%	1%
1%	1%	3%	2%	1%	3%	3%	2%	2%	6%	1%	2%
62%	52%	53%	60%	83%	39%	48%	31%	43%	23%	38%	62%
14%	21%	26%	19%	9%	31%	17%	33%	40%	22%	26%	22%
4%	7%	6%	5%	1%	8%	9%	14%	4%	19%	11%	3%
2%	1%	1%	2%	1%	2%	2%	2%	2%	7%	4%	3%
18%	19%	14%	15%	7%	20%	24%	20%	11%	30%	21%	10%
12%	14%	19%	19%	22%	8%	8%	11%	11%	7%	7%	12%
15%	14%	15%	18%	8%	21%	9%	7%	8%	4%	13%	10%
14%	13%	6%	15%	10%	6%	13%	6%	8%	8%	9%	9%
9%	8%	18%	10%	9%	7%	5%	5%	11%	6%	5%	16%
5%	6%	1%	5%	8%	4%	5%	7%	1%	8%	6%	3%
4%	6%	3%	11%	6%	3%	12%	7%	1%	5%	6%	4%
13%	14%	15%	6%	8%	9%	6%	4%	8%	2%	4%	1%
2%	2%	5%	5%	0%	3%	3%	4%	2%	9%	8%	3%
1%	2%	2%	1%	2%	2%	6%	4%	2%	6%	3%	3%
3%	2%	1%	1%	8%	0%	1%	1%	1%	4%	5%	3%
58%	60%	49%	58%	57%	57%	63%	65%	56%	57%	58%	59%
22%	20%	32%	30%	30%	35%	19%	18%	14%	20%	21%	19%
13%	8%	14%	11%	14%	9%	13%	7%	7%	12%	6%	12%
8%	7%	15%	12%	10%	6%	8%	10%	10%	14%	8%	8%
8%	11%	14%	17%	15%	4%	9%	7%	9%	9%	8%	9%
4%	4%	6%	4%	7%	4%	4%	4%	4%	6%	3%	3%
32%	41%	67%	46%	29%	63%	41%	50%	50%	35%	47%	35%

			White					
		OVERALL	English only	Portuguese	Jewish	Greek	Italian	Polish
Students who need help in career Planning	% who said "yes" based on those who feel school does not give enough help	36%	33%	28%	37%	22%	30%	19%
Parental involvement (% of parents who were involved "all the time" or "often")	a) Parent-teacher interview	36%	49%	38%	53%	38%	43%	32%
	b) Music event	17%	27%	13%	30%	22%	21%	20%
	c) School open house	15%	22%	11%	22%	17%	17%	15%
	d) Information session	12%	16%	10%	18%	9%	11%	14%
	e) PTA	11%	15%	8%	14%	7%	11%	9%
	f) Sports event	10%	15%	8%	10%	16%	14%	7%

Asian						Black			Aboriginal	Other	
Chinese	Vietnamese	Tamil	East Indian	Korean	Filipino	Canadian-born	Caribbean-born	African-born	Aboriginal	Latin American	Iranian
43%	49%	38%	40%	45%	39%	33%	30%	60%	26%	39%	43%
18%	15%	37%	43%	26%	31%	36%	37%	22%	36%	34%	34%
8%	3%	12%	12%	28%	12%	13%	12%	3%	18%	13%	9%
6%	6%	13%	17%	11%	10%	11%	14%	7%	15%	11%	17%
5%	3%	15%	12%	7%	14%	11%	16%	11%	16%	13%	15%
4%	5%	21%	13%	4%	16%	9%	15%	10%	14%	14%	13%
2%	3%	10%	5%	6%	7%	13%	11%	6%	18%	9%	7%

Appendix 2: Summary of Findings by Racial Group

Toronto Every Secondary Student Survey, 1997

		Overall	Black	White	Aboriginal	Asian
Students' perceptions of school: % who said "All the time" or "often"	a) Extra help available	69%	69%	73%	71%	64%
	b) Sense of belonging	62%	56%	64%	49%	61%
	c) Students show respect for your ideas	61%	58%	65%	57%	54%
	d) Office staff friendly	54%	54%	52%	57%	54%
	e) Enjoy school	49%	52%	41%	45%	60%
	f) School grounds/facilities clean	43%	45%	42%	46%	45%
Students' perceptions of the curriculum: % who said "yes"	Do you feel what you learn in school prepares you for your future?	63%	70%	58%	56%	71%
% who said "all the time" "Often" "Sometimes"	In this school, how often have you learned about the achievements, contributions and experiences of:					
	a) Different racial/ cultural/religious groups	75%	68%	76%	77%	75%
	b) Women	72%	66%	73%	73%	73%
	c) First Nations	53%	49%	52%	52%	55%
	d) Working people	50%	52%	47%	56%	51%
	e) Poor people	45%	45%	43%	46%	49%
	f) Persons with disabilities	35%	37%	33%	41%	37%
	g) People with different sexual orientations	30%	33%	28%	34%	28%
% who said "yes"	Are there school activities that you would like to take part in but cannot or do not feel comfortable because of barriers related to:					
	a) Cost	18%	19%	16%	23%	18%
	b) gender	9%	9%	8%	11%	9%
	c) race, ethnicity, culture or religion	8%	15%	4%	9%	13%
	d) disability	3%	3%	2%	8%	4%
	e) sexual orientation	1%	1%	1%	3%	1%
% who said "yes"	"In school, have you learned to recognize biases and stereotypes in textbooks or other learning materials?"	47%	44%	53%	42%	38%

		Overall	Black	White	Aboriginal	Asian
Students' perceptions of their teachers: % who said: "All" or "many" of their teachers"	a) have shown respect for and understanding of my racial, ethnic, cultural and religious backgrounds	69%	62%	72%	61%	67%
	b) mark or score my daily work and tests fairly	67%	58%	69%	62%	67%
	c) have high expectations of me in my school work	50%	50%	54%	48%	45%
	d) make me feel comfortable talking to them when I have a question about school work	47%	44%	49%	44%	44%
	e) discipline students fairly	47%	40%	44%	42%	52%
	f) recognize the things I do well at school	44%	42%	47%	45%	41%
	g) satisfy me with the ways they teach	41%	39%	38%	40%	47%
	h) give useful comments and suggestions about my school work	37%	38%	36%	39%	37%
Volunteer work in school	% of students who volunteered:	40%	36%	37%	43%	40%
	a) As reading buddy for other students	20%	20%	22%	29%	19%
	b) As tutor at school	13%	9%	10%	10%	17%
	c) As peacemaker/peer mediator/conflict manager	7%	7%	7%	14%	5%
	d) As school ambassador who helps new students	7%	7%	6%	11%	8%
	e) As peer mentor	6%	6%	6%	9%	6%
Volunteer work outside of school	% of students who volunteered:	51%	52%	54%	59%	47%
	a) As volunteer in community services (e.g., hospital, food bank)	28%	26%	32%	37%	21%
	b) As tutor to help with homework	16%	14%	13%	13%	20%
	c) As sports coach	16%	20%	20%	20%	8%
	d) As English tutor	6%	6%	3%	7%	8%
Extra-curricular activities <u>in school</u> (for at least a few times a year)	% of students who participate in any activities:	75%	70%	77%	76%	73%
	a) Sports	58%	61%	59%	57%	54%
	b) Arts/Music	49%	42%	53%	55%	45%
	c) School clubs	29%	25%	25%	20%	35%
	d) Publications	17%	14%	17%	15%	19%
	e) Multicultural group activities	17%	28%	10%	12%	25%
	f) Student Council	12%	13%	13%	12%	10%
Extra-curricular activities <u>outside of school</u> (for at least a few times a year)	% of students who participate in any activities:	81%	79%	86%	78%	74%
	a) Sports	73%	73%	78%	73%	64%
	b) Arts/Music	45%	41%	49%	50%	39%
	c) Religious activities	37%	47%	36%	29%	37%
	d) Clubs	17%	22%	17%	29%	14%
	e) Ethno-cultural group activities	15%	26%	11%	18%	17%
Awards received within school	% of students who received award	28%	33%	32%	29%	19%
	a) Sports	23%	18%	24%	20%	25%
	b) Academic	17%	14%	19%	20%	14%
	c) Arts/Music	12%	14%	13%	17%	9%
	d) Leadership	8%	7%	8%	12%	7%
	e) Good citizen					

		Overall	Black	White	Aboriginal	Asian
Awards received outside of school	% of students who received awards					
	a) Recreation/sports	33%	27%	44%	42%	17%
	b) Arts/Music	17%	15%	21%	20%	14%
	c) Leadership	11%	12%	14%	19%	6%
	d) Community services	10%	12%	10%	14%	8%
	e) Academic	6%	6%	6%	11%	6%
	f) Environment/social and humanitarian	5%	3%	6%	15%	3%
Average hours per week students spend in:	a) Leisure activities	15 hr	13 hr	17 hr	17 hr	12 hr
	b) Part-time work	12 hr	14 hr	11 hr	15 hr	13 hr
	c) TV	12 hr	12 hr	12 hr	12 hr	12 hr
	d) Homework	11 hr	11 hr	10 hr	8 hr	13 hr
	e) Housework	6 hr	8 hr	6 hr	9 hr	7 hr
	f) Family business hours	5 hr	6 hr	4 hr	5 hr	6 hr
Part-time work (% who work)	% of students who work part-time in family business	50%	39%	54%	47%	47%
	Types of work:					
	a) Cashier/store clerk	23%	20%	20%	19%	27%
	b) Babysitter	20%	17%	27%	23%	5%
	c) Waiter/waitress/busboy/fast food worker	16%	13%	11%	12%	27%
	d) Sports instructor/life guard	8%	5%	11%	4%	3%
	e) Teacher/tutor	6%	2%	5%	4%	11%
	f) Labourer	6%	6%	6%	27%	4%
	g) Salesperson	5%	5%	5%	4%	6%
	h) Office clerk	4%	8%	4%	4%	4%
	i) Delivery/courier	3%	5%	3%	0%	4%
	j) Factory/warehouse worker	2%	3%	2%	0%	3%
Homework help	a) No one helps	49%	49%	48%	58%	49%
	b) Parents	27%	23%	37%	23%	15%
	c) Friends	27%	22%	27%	13%	31%
	d) Siblings	18%	16%	16%	11%	22%
	e) Paid tutor	5%	2%	7%	0%	3%
	f) Free tutor	2%	4%	2%	1%	3%
Usual place to do homework	a) At home	87%	80%	88%	81%	88%
	b) More than one location	8%	10%	9%	14%	7%
	c) Public library	2%	6%	1%	1%	2%
	d) School library	1%	1%	0%	1%	1%
	e) Friend's home	1%	1%	1%	1%	1%

		Overall	Black	White	Aboriginal	Asian
Use of computers	School Computer:					
	a) % of students who use the computer daily or weekly	44%	50%	37%	43%	53%
	Home Computer:					
	a) % of students with little or no access	27%	49%	22%	45%	27%
	b) % of students who use the computer daily or weekly	58%	40%	63%	40%	58%
	Types of Computer use: (daily/weekly)					
	a) Writing	56%	48%	56%	47%	60%
	b) Computer games	38%	33%	38%	32%	41%
	c) Finding information	37%	32%	37%	34%	39%
	d) E-mailing/Internet	22%	15%	26%	17%	20%
	e) Making chart	15%	17%	12%	16%	18%
	f) Math	6%	8%	4%	7%	9%
Self-evaluation of skills (% who rated themselves "very good" or "good")	a) Social skills	74%	77%	83%	78%	58%
	b) Being responsible	68%	69%	69%	61%	67%
	c) Problem-solving skills	58%	58%	63%	62%	48%
	d) Oral skills	57%	66%	66%	64%	37%
	e) Research skills	54%	52%	58%	50%	46%
	f) Leadership skills	54%	61%	63%	60%	36%
	g) Writing skills	51%	50%	60%	51%	36%
	h) Organizational skills	37%	38%	36%	32%	37%
Level of comfort in speaking up in class	a) Comfortable	39%	45%	44%	44%	27%
	b) Somewhat comfortable	38%	30%	38%	32%	41%
Level of study in secondary school (Grades 10-OAC)	a) Advanced	70%	50%	77%	48%	71%
	b) Advanced and General	15%	25%	11%	18%	17%
	c) General	12%	23%	10%	30%	10%
	d) Basic	1%	2%	1%	4%	1%
	e) Destreamed	1%	1%	0%	0%	1%
Language programs	a) ESL	23%	22%	8%	13%	45%
	b) International Languages/Black Culture	16%	12%	13%	8%	24%
	c) French Immersion	11%	7%	16%	11%	5%
Special education	a) Gifted/enrichment programs	17%	7%	22%	11%	14%
	b) Learning Disabled/Learning Centre	8%	6%	11%	16%	4%
	c) Reading Clinic	3%	3%	3%	7%	3%
	d) Behaviour programs	2%	3%	2%	6%	1%
Post-secondary school Plans	a) University	53%	41%	53%	23%	59%
	b) Community College	17%	29%	13%	22%	18%
	c) Work full-time	7%	9%	7%	19%	5%
	d) Other plans	4%	2%	7%	7%	2%
	e) Not sure	19%	19%	20%	30%	17%

		Overall	Black	White	Aboriginal	Asian
Future career aspirations	a) Doctor	12%	10%	11%	7%	14%
	b) Computer-related job	11%	8%	8%	4%	15%
	c) Self-employed	9%	9%	8%	8%	12%
	d) Engineer	7%	6%	6%	6%	10%
	e) Teacher	7%	4%	9%	8%	5%
	f) Lawyer	6%	8%	6%	5%	5%
	g) Accountant	6%	6%	2%	2%	12%
	h) Police officer	4%	3%	4%	9%	3%
	i) Movie star	4%	5%	5%	6%	1%
	j) Graphic artist	3%	1%	5%	4%	2%
Persons who help the students with their career choices	a) Myself	54%	60%	50%	57%	57%
	b) Parents	21%	17%	20%	20%	25%
	c) Friends	11%	9%	11%	12%	12%
	d) Teachers	9%	10%	8%	14%	9%
	e) Siblings	7%	8%	5%	9%	10%
	f) Guidance counsellors	4%	4%	4%	6%	4%
Does school give enough help in planning the future education?	a) % who said yes	39%	46%	37%	35%	40%
Students who need help in career planning	a) % who said yes, based on those who feel school <u>does not</u> give enough help	36%	41%	31%	26%	43%
Parental involvement (% of parents who participate "all the time" or "often")	a) Parent-teacher interview	36%	34%	45%	36%	23%
	b) Music event	17%	10%	24%	18%	10%
	c) School open house	15%	11%	19%	15%	9%
	d) Information session	12%	13%	14%	16%	7%
	e) PTA	11%	12%	13%	14%	7%
	f) Sports event	10%	11%	13%	18%	4%

Appendix 3: Summary of Findings by Gender

Toronto Every Secondary Student Survey, 1997

		Overall	Female	Male
Students' perceptions of school: % who said "All the time" or "often"	a) Extra help available	69%	70%	69%
	b) Sense of belonging	62%	60%	63%
	c) Students show respect for your ideas	61%	62%	59%
	d) Office staff friendly	54%	55%	52%
	e) Enjoy school	49%	50%	47%
	f) School grounds/facilities clean	43%	50%	37%
Students' perceptions of the curriculum: % who said "yes"	Do you feel what you learn in school prepares you for your future?	63%	62%	64%
% who said "all the time" "Often" "Sometimes"	In this school, how often have you learned about the achievements, contributions and experiences of:			
	a) Different racial/ cultural/religious groups	75%	76%	73%
	b) Women	72%	74%	70%
	c) First Nations	53%	53%	53%
	d) Working people	50%	48%	50%
	e) Poor people	45%	46%	43%
	f) Persons with disabilities	35%	34%	36%
	g) People of different sexual orientations	30%	31%	28%
% who said "yes"	Are there school activities that you would like to take part in but cannot or do not feel comfortable because of barriers related to			
	a) Cost	18%	18%	17%
	b) Gender	9%	13%	4%
	c) Race, ethnicity, culture or religion	8%	10%	7%
	d) Disability	3%	3%	3%
	e) Sexual orientation	1%	1%	2%
% who said "yes"	In school, have you learned to recognize biases and stereotypes in textbooks or other learning materials	47%	48%	46%
Students' perceptions of their teachers: (% who said: "All" or "many" of their teachers")	a) Have shown respect for and understanding of my racial, ethnic, cultural and religious backgrounds	69%	70%	68%
	b) Mark or score my daily work and tests fairly	67%	68%	66%
	c) have high expectations of me in my school work	50%	52%	50%
	d) make me feel comfortable talking to them when I have a question about school work	47%	45%	48%
	e) discipline students fairly	47%	46%	47%
	f) recognize the things I do well at school	44%	45%	44%
	g) satisfy me with the ways they teach	41%	39%	42%
	h) give useful comments and suggestions about my school work	37%	36%	37%

		Overall	Female	Male
Volunteer work in school	% of students who volunteered:	40%	44%	33%
	a) As reading buddy for other students	20%	25%	16%
	b) As tutor at school	13%	14%	11%
	c) As peacemaker/peer mediator/conflict manager	7%	8%	5%
	d) As school ambassador who helps new students	7%	8%	5%
	e) As peer mentor	6%	7%	5%
Volunteer work outside of school	% of students who volunteered:	51%	55%	48%
	a) As volunteer in community services (e.g., hospital, food bank)	28%	36%	22%
	b) As tutor to help with homework	16%	19%	12%
	c) As sports coach	16%	11%	20%
	d) As English tutor	6%	6%	4%
Extra-curricular activities in school (for at least a few times a year)	% of students who participate in any activities:	75%	73%	77%
	a) Sports	58%	48%	66%
	b) Arts/music	49%	55%	44%
	c) School clubs	29%	31%	26%
	d) Publications	17%	20%	14%
	e) Multicultural group activities	17%	19%	15%
	f) Student Council	12%	14%	11%
Extra-curricular activities outside of school (for at least a few times a year)	% of students who participate in any activities::	81%	78%	84%
	a) Sports	73%	65%	79%
	b) Arts/Music	45%	51%	39%
	c) Religious Activities	37%	38%	36%
	d) Clubs	17%	14%	19%
	e) Ethno-cultural group activities	15%	15%	15%
Awards received within school	% who received awards			
	a) Sports	28%	24%	31%
	b) Academic	23%	26%	21%
	c) Arts/Music	17%	21%	13%
	d) Leadership	12%	14%	10%
	e) Good citizen	8%	9%	7%
Awards received outside of school	% who received awards			
	a) Recreation/sports	33%	25%	40%
	b) Arts/Music	17%	24%	12%
	c) Leadership	11%	12%	11%
	d) Community services	10%	11%	8%
	e) Academic	6%	7%	6%
	f) Environment/social and humanitarian	5%	6%	4%

		Overall	Female	Male
Average hours per week students spend in:	a) Leisure activities	15 hr	14 hr	15 hr
	b) Part-time work	12 hr	11 hr	13 hr
	c) TV	12 hr	10 hr	13 hr
	d) Homework	11 hr	12 hr	10 hr
	e) Housework	6 hr	7 hr	5 hr
	f) Family Business	5 hr	5 hr	5 hr
Part-time work	% of students who work part time or in family business	50%	50%	49%
	Types of work:			
	a) Cashier/store clerk	23%	23%	23%
	b) Babysitter/childcare	20%	30%	7%
	c) Waiter/waitress/busboy/fast food worker	16%	13%	19%
	d) Sports instructor/life guard	8%	8%	9%
	e) Teacher/tutor	6%	8%	4%
	f) Labourer	6%	3%	9%
	g) Salesperson	5%	5%	6%
	h) Office clerk	4%	5%	3%
	i) Delivery/courier	3%	1%	5%
	j) Factory/warehouse worker	2%	1%	3%
Homework help	a) No one	49%	46%	51%
	b) Parents	27%	30%	25%
	c) Friends	27%	33%	22%
	d) Siblings	18%	20%	16%
	e) Paid tutor	5%	6%	5%
	f) Free tutor	2%	2%	2%
Use of computers	School Computer:			
	a) % of students who use the computer daily or weekly	44%	39%	47%
	Home Computer:			
	a) % of students with little or no access	27%	28%	27%
	b) % of students who use the computer daily or weekly	58%	54%	62%
	Types of Computer use:			
	a) Writing	56%	56%	56%
	b) Computer games	38%	27%	49%
	c) Finding information	37%	32%	42%
	d) E-mailing/Internet	22%	17%	27%
	e) Making chart	15%	11%	18%
	f) Math	6%	4%	8%
Self-evaluation of skills (% who rated themselves as "very good" or "good")	a) Social skills	74%	76%	71%
	b) Being responsible	68%	73%	64%
	c) Problem-solving skills	58%	53%	62%
	d) Oral skills	57%	56%	58%
	e) Research skills	54%	55%	53%
	f) Leadership skills	54%	50%	56%
	g) Writing skills	51%	54%	49%
	h) Organizational skills	37%	39%	34%
Level of comfort in speaking up in class	a) Comfortable	39%	35%	42%
	b) Somewhat comfortable	38%	39%	36%

		Overall	Female	Male
Level of Study in secondary school (Grades 10-OAC)	a) Advanced	70%	74%	68%
	b) Advanced and General	15%	14%	17%
	c) General	12%	10%	14%
	d) Basic	1%	1%	1%
	e) Destreamed	1%	1%	1%
Language programs (% of students who had ever taken part in such programs)	a) ESL	23%	23%	22%
	b) International Languages/Black Culture	16%	19%	13%
	c) French Immersion	11%	13%	9%
Special education (% of students who had ever taken part in such programs)	a) Gifted	17%	19%	15%
	b) Learning Disabled/Learning Centre	8%	7%	9%
	c) Reading Clinic	3%	3%	3%
	d) Behaviour programs	2%	1%	2%
Other programs (% of students who had ever taken part in such programs)	a) Co-op education	10%	12%	9%
	b) Peer tutor program	11%	13%	9%
	c) Mentor program	7%	8%	6%
	d) Conflict resolution program	5%	6%	4%
Post-secondary school plans	a) University	53%	56%	50%
	b) Community College	17%	15%	18%
	c) Work full-time	7%	6%	7%
	d) Other plans	4%	4%	5%
	e) Not sure	19%	18%	20%
Future career aspirations	a) Doctor	12%	15%	8%
	b) Computer-related job	11%	5%	16%
	c) Self-employed	9%	8%	11%
	d) Engineer	7%	3%	12%
	e) Teacher	7%	11%	3%
	f) Lawyer	6%	8%	4%
	g) Accountant	6%	7%	5%
	h) Police officer	4%	3%	5%
	i) Movie star	4%	4%	4%
	j) Graphic artist	3%	3%	4%
Persons who help the students with their career choices	a) Myself	54%	56%	52%
	b) Parents	21%	21%	21%
	c) Friends	11%	11%	10%
	d) Teachers	9%	8%	9%
	e) Siblings	7%	7%	7%
	f) Guidance counsellors	4%	4%	4%
Does school give enough help in planning the future education?	% who said yes	39%	39%	40%
Students who need help in career planning	% who said "yes" based on those who feel school does not give enough help	36%	41%	33%

Appendix 4: Summary of Findings by Parents' Occupation

Toronto Every Secondary Student Survey, 1997

		Overall	Prof.	Semi-Prof.	Skilled	Un-skilled	Non Rem.
Students' perceptions of school: % who said "All the time" or "often"	a) Extra help available	69%	73%	69%	71%	70%	67%
	b) Sense of belonging	62%	66%	61%	62%	61%	59%
	c) Students show respect for your ideas	61%	71%	63%	58%	54%	55%
	d) Office staff friendly	54%	51%	51%	54%	55%	58%
	e) Enjoy school	49%	46%	46%	48%	51%	54%
	f) School grounds/facilities clean	43%	43%	41%	43%	46%	47%
Students' perceptions of the curriculum: % who said "yes"	Do you feel what you learn in school prepares you for your future?	63%	61%	59%	64%	66%	68%
% who said "all the time" "Often" "Sometimes"	In this school, how often have you learned about the achievements, contributions and experiences of:						
	a) Different racial/ cultural/religious groups	75%	76%	76%	76%	76%	72%
	b) Women	72%	75%	71%	73%	71%	70%
	c) First Nations	53%	52%	49%	53%	55%	55%
	d) Working people	50%	48%	47%	50%	49%	51%
	e) Poor people	45%	44%	42%	45%	43%	47%
	f) Persons with disabilities	35%	31%	32%	36%	38%	37%
	g) People of different sexual orientations	30%	25%	29%	32%	33%	30%
% who said "yes"	Are there school activities that you would like to take part in but cannot or do not feel comfortable because of barriers related to:						
	a) cost	18%	18%	18%	18%	17%	18%
	b) gender	9%	9%	9%	8%	8%	9%
	c) race, ethnicity, culture or religion	8%	6%	7%	9%	11%	10%
	d) dsability	3%	2%	2%	3%	3%	4%
	e) sexual orientation	1%	1%	1%	1%	1%	1%
% who said "yes"	In school, have you learned to recognize biases and stereotypes in textbooks or other learning materials?	47%	57%	53%	44%	38%	36%

		Overall	Prof.	Semi-Prof.	Skilled	Un-skilled	Non Rem
Students' perceptions of their Teachers: % who said :"All" or "many" of their teachers"	a) have shown respect for and understanding of my racial, ethnic, cultural and religious backgrounds	69%	74%	69%	69%	69%	66%
	b) mark or score my daily work and tests fairly	67%	72%	67%	66%	66%	67%
	c) have high expectations of me in my school work	50%	57%	51%	50%	48%	46%
	d) make me feel comfortable talking to them when I have a question about school work	47%	52%	44%	44%	42%	45%
	e) discipline students fairly	47%	48%	42%	47%	47%	49%
	f) recognize the things I do well at school	44%	47%	43%	43%	44%	43%
	g) satisfy me with the ways they teach	41%	39%	38%	42%	46%	44%
	h) give useful comments and suggestions about my school work	37%	36%	32%	38%	41%	39%
Volunteer work in school	% of students who have volunteered:	40%	42%	40%	38%	35%	39%
	a) As reading buddy for other students	20%	23%	23%	21%	19%	18%
	b) As tutor at school	13%	14%	13%	13%	11%	11%
	c) As peacemaker/peer mediator/conflict manager	7%	8%	7%	6%	6%	6%
	d) As school ambassador who helps new students	7%	7%	6%	6%	7%	10%
	e) As peer mentor	6%	7%	8%	5%	5%	5%
Volunteer work outside of school	% of students who have volunteered:	51%	62%	54%	49%	46%	44%
	a) As volunteer in community services (e.g., hospital, food bank)	28%	40%	31%	26%	22%	20%
	b) As tutor to help with homework	16%	17%	16%	15%	12%	16%
	c) As sports coach	16%	20%	17%	14%	16%	12%
	d) As English tutor	6%	4%	5%	6%	5%	7%
Extra-curricular activities <u>in school</u> (for at least a few times a year)	% of students who participate in any activities:	75%	82%	78%	73%	77%	72%
	a) Sports	58%	63%	60%	56%	60%	52%
	b) Arts/Music	49%	59%	51%	44%	51%	45%
	c) School clubs	29%	32%	29%	27%	29%	26%
	d) Publications	17%	22%	19%	15%	13%	14%
	e) Multicultural group activities	17%	14%	15%	18%	19%	21%
	f) Student Council	12%	16%	12%	11%	11%	11%
Extra-curricular activities <u>outside of school</u> (for at least a few times a year)	% of students who participate in any activities:	81%	89%	86%	79%	79%	74%
	a) Sports	73%	80%	75%	69%	69%	67%
	b) Arts/Music	45%	58%	49%	36%	40%	35%
	c) Religious Activities	37%	41%	36%	36%	39%	34%
	d) Clubs	17%	16%	16%	16%	17%	17%
	e) Ethno-cultural group activities	15%	14%	14%	15%	16%	15%
Awards received within school	% of students who received award	28%	30%	30%	28%	25%	25%
	a) Sports	23%	30%	25%	22%	19%	22%
	b) Academic	17%	20%	19%	16%	17%	15%
	c) Arts/Music	12%	13%	13%	12%	11%	10%
	d) Leadership	8%	8%	9%	8%	7%	8%
	e) Good citizen						

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		Overall	Prof.	Semi-Prof.	Skilled	Un-skilled	Non Rem.
Awards received outside of school	% of students who received awards						
	a) Recreation/sports	33%	45%	37%	30%	28%	24%
	b) Arts/Music	17%	26%	20%	14%	14%	13%
	c) Leadership	11%	16%	12%	10%	8%	9%
	d) Community services	10%	12%	11%	10%	6%	8%
	e) Academic	6%	9%	7%	5%	5%	5%
	f) Environment/social and humanitarian	5%	6%	5%	4%	3%	5%
Average hours per week students spend in:	a) Leisure activities	15 hr	17 hr	16 hr	15 hr	14 hr	13 hr
	b) Part-time work	12 hr	9 hr	11 hr	13 hr	15 hr	14 hr
	c) TV	12 hr	11 hr	12 hr	13 hr	13 hr	12 hr
	d) Homework	11 hr	11 hr	11 hr	11 hr	11 hr	12 hr
	e) Housework	6 hr	5 hr	6 hr	7 hr	7 hr	7 hr
Part-time work (% who work)	% of students who work part-time in family business	50%	51%	58%	50%	53%	42%
	Types of work:						
	a) Cashier/store clerk	23%	18%	25%	23%	22%	25%
	b) Babysitter	20%	30%	14%	20%	17%	11%
	c) Waiter/waitress/busboy/fast food worker	16%	8%	19%	14%	20%	26%
	d) Sports instructor/life guard	8%	18%	4%	7%	2%	3%
	e) Teacher/tutor	6%	8%	4%	7%	8%	4%
	f) Labourer	6%	4%	8%	5%	6%	10%
	g) Salesperson	5%	5%	7%	5%	7%	3%
	h) Office clerk	4%	4%	4%	5%	6%	2%
	i) Delivery/courier	3%	2%	4%	2%	5%	3%
	j) Factory/warehouse worker	2%	1%	2%	1%	3%	2%
Homework help	a) No one helps	49%	42%	49%	51%	49%	51%
	b) Parents	27%	46%	32%	21%	19%	16%
	c) Friends	27%	30%	31%	29%	26%	24%
	d) Siblings	18%	17%	15%	20%	20%	21%
	e) Paid tutor	5%	10%	7%	3%	1%	3%
	f) Free tutor	2%	2%	2%	3%	3%	2%
Usual place to do homework	a) At home	87%	89%	87%	88%	86%	85%
	b) More than one location	8%	7%	9%	8%	8%	8%
	c) Public library/school library	3%	1%	2%	3%	2%	5%
	e) Friend's home	1%	<1%	1%	<1%	2%	1%
Use of computers	School Computer:						
	a) % of students who use the computer daily or weekly	44%	37%	39%	44%	48%	50%
	Home Computer:						
	a) % of students with little or no access	27%	10%	19%	32%	44%	42%
	b) % of students who use the computer daily or weekly	58%	74%	66%	53%	42%	46%
	Types of Computer use: (daily/weekly)						
	a) Writing	56%	65%	58%	53%	49%	51%
	b) Computer games	38%	40%	41%	39%	35%	34%
	c) Finding information	37%	43%	40%	35%	34%	32%
	d) E-mailing/Internet	22%	31%	26%	18%	14%	16%
	e) Making chart	15%	13%	13%	14%	15%	16%
	f) Math	6%	3%	5%	5%	6%	10%

		Overall	Prof.	Semi-Prof.	Skilled	Un-skilled	Non Rem.
Self-evaluation of skills (% who rated themselves "very good" or "good")	a) Social skills	74%	80%	79%	74%	68%	67%
	b) Being responsible	68%	71%	69%	68%	66%	65%
	c) Problem-solving skills	58%	69%	61%	54%	52%	50%
	d) Oral skills	57%	66%	63%	54%	54%	48%
	e) Research skills	54%	63%	59%	52%	45%	46%
	f) Leadership skills	54%	63%	58%	52%	48%	43%
	g) Writing skills	51%	66%	56%	47%	43%	39%
	h) Organizational skills	37%	37%	36%	37%	36%	37%
Level of comfort in speaking up in class	a) Comfortable	39%	48%	42%	34%	34%	33%
	b) Somewhat comfortable	38%	37%	40%	40%	36%	36%
Level of study in secondary school (Grades 10-OAC)	a) Advanced	70%	89%	81%	69%	54%	59%
	b) Advanced and General	15%	6%	12%	16%	23%	22%
	c) General	12%	3%	7%	13%	20%	17%
	d) Basic	1%	1%	<1%	1%	1%	2%
	e) Destreamed	1%	<1%	<1%	<1%	1%	1%
Language programs	a) ESL	23%	11%	16%	23%	31%	38%
	b) International Languages/Black Culture	16%	14%	18%	21%	15%	14%
	c) French Immersion	11%	22%	13%	7%	5%	6%
Special education	a) Gifted/enrichment programs	17%	32%	20%	12%	9%	9%
	b) Learning Disabled/Learning Centre	8%	7%	8%	8%	9%	7%
	c) Reading Clinic	3%	2%	2%	4%	3%	4%
	d) Behaviour programs	2%	1%	1%	2%	3%	3%
Post secondary school plans	a) University	53%	70%	62%	49%	38%	43%
	b) Community College	17%	6%	12%	21%	24%	24%
	c) Work full-time	7%	3%	5%	8%	11%	8%
	d) Other plans	5%	7%	6%	3%	3%	3%
	e) Not sure	19%	14%	15%	20%	24%	22%
Future career aspirations	a) Doctor	12%	16%	14%	10%	9%	9%
	b) Computer-related job	11%	9%	10%	11%	11%	11%
	c) Self-employed	9%	9%	10%	10%	8%	11%
	d) Engineer	7%	8%	7%	7%	6%	8%
	e) Teacher	7%	8%	8%	7%	6%	6%
	f) Lawyer	6%	6%	7%	5%	4%	6%
	g) Accountant	6%	4%	3%	6%	7%	10%
	h) Police officer	4%	2%	4%	5%	5%	4%
	i) Movie star	4%	5%	4%	4%	4%	2%
	j) Graphic artist	3%	4%	5%	2%	3%	3%
Persons who help the students with their career choices	a) Myself	54%	48%	57%	58%	56%	54%
	b) Parents	21%	24%	24%	21%	23%	21%
	c) Friends	11%	11%	12%	13%	10%	9%
	d) Teachers	9%	9%	8%	9%	10%	9%
	e) Siblings	7%	6%	6%	8%	10%	10%
	f) Guidance counsellors	4%	4%	5%	5%	4%	3%
Does school give enough help in planning the future education?	a) % who said yes	39%	36%	37%	42%	43%	41%
Students who need help in career planning	a) % who said yes, based on those who feel school does not give enough help	36%	35%	34%	37%	38%	40%

		Overall	Prof.	Semi-Prof.	Skilled	Un-skilled	Non Rem.
Parental involvement (% of parents who participate "all the time" or "often")	a) Parent-teacher interview	36%	52%	37%	32%	34%	26%
	b) Music event	17%	31%	19%	12%	14%	9%
	c) School open house	15%	23%	14%	12%	13%	9%
	d) Information session	12%	19%	10%	9%	12%	10%
	e) PTA	11%	15%	9%	9%	11%	11%
	f) Sports event	10%	14%	10%	8%	8%	6%

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